



POSITIVE BEHAVIOUR POLICY

May 2024

LEGISLATION AND GUIDANCE

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

- Health and Safety at Work NI Order 1978
- The Children (Northern Ireland) Order 1995
- The Human Rights Act 1998
- The Education (NI) Order, 1998
- Welfare and Protection of Pupil's Education and Libraries (NI) Order 2003
- The Education (2006 Order) (COMMENCEMENT NO. 2) ORDER (NORTHERN IRELAND) 2007
- The Education (School Development Plans) Regulations (NI) 2010
- Special Educational Needs and Disability Act (Northern Ireland) 2016
- Addressing Bullying in Schools Act (NI) 2016
- Pastoral Care in Schools: Promoting Positive Behaviour, DE 2001
- Safeguarding and Child Protection in Schools. A Guide for Schools, DE 2017
- Inspection and Self-Evaluation Framework 2017

ROLE OF THE PRINCIPAL

The Principal has a duty to:

- Promote self-discipline and respect for authority amongst pupils
- Encourage good behaviour and respect for others
- Secure an acceptable standard of behaviour amongst pupils
- Ensure parents/guardians are aware of the Positive Behaviour Policy
- Require the prevention of bullying is specifically addressed

ROLE OF BOARD OF GOVERNORS

The Board of Governors have a duty to:

- Make and keep under review a written statement of general principles about pupil behaviour and discipline
- Consult with the principal and parents before making its statement of general principles
- Consider guidance from DE and EA
- Decide and set out what aspects of discipline/behaviour should be a matter for the principal
- Safeguard and promote the welfare of all pupils
- Ensure that the school has a scheme for the suspension and expulsion of pupils in accordance with legal requirements

CONSULTATION

This policy was written in consultation with pupils, parents, staff and governors. Pupils were involved in the composition of the 'Code of Conduct'. Staff were involved in face-to-face discussion of this policy. Consultation was provided to parents online via our school website. All governors were consulted about the content of this policy.

POLICY AIMS

The Positive Behaviour Policy aims to create a school culture in which:

- effective learning and development can take place for all pupils
- teachers can teach effectively
- self-esteem and self-respect are promoted and enhanced
- interpersonal skills are developed to help pupils work co-operatively, solve problems, develop good relationships and resolve conflict appropriately
- there is mutual respect among all members of the school community
- pupils accept responsibility for their own behaviour and develop independence
- self-discipline and self-control are promoted
- there is respect for property and the environment

A POSITIVE APPROACH

At the centre of the Positive Behaviour Policy each child is seen as a valued member of the school community and there is a focus on the development and maintenance of positive, rights-respecting relationships among all members of the school community. There is a concern for the **safety** and **wellbeing** of the pupils and children are encouraged to have their say and to voice any concerns they may have.

Such aims are best achieved in the framework of a positive atmosphere where pupils are able to give of their best and are encouraged and stimulated to fulfil their potential. We seek to develop children's ownership of their own decisions, their actions and consequences. This in turn requires a policy of encouraging good attitudes, identifying and teaching the skills pupils may not yet have, use of praise and reward, and setting a good example by modelling appropriate behaviours so pupils can become responsible individuals and effective members of our community. We encourage independence where pupils accept the need for self-discipline, self-control and taking responsibility for their own behaviour where parents/guardians actively endorse and support these aims. The Aims of this policy are reflected in our Mission Statement, Values and Vision.

MISSION STATEMENT, VALUES AND VISION

In Milltown Primary School we encourage each child to reach their full potential, through fostering a respect for others, inspiring a love of learning and achieving the knowledge and skills needed to contribute to a changing world.

Our Core Values are:

- Wellbeing
- Respect
- Care
- Achievement
- Inspiration
- Teamwork
- Purpose.

Our Vision is directly aligned to our Core Values.

In Milltown Primary School we:

- provide a supportive and nurturing environment, building life-long self-esteem, fulfilment, and a healthy lifestyle. **Wellbeing**
- promote inclusivity and tolerance showing self-respect, respect for others and respect for the environment. **Respect**

- encourage the whole child intellectually, creatively, physically, emotionally, socially, morally and spiritually within a Christian ethos. **Care**
- support every child to develop, at their own pace, to reach their full potential. **Achievement**
- explore and develop each child's strengths, interests, and talents to unlock their ambition. **Inspiration**
- enrich opportunities by building friendships and teamwork within school, with parents and with the community. **Teamwork**
- develop a love of learning where each child is equipped with the qualities and skills needed for a changing world. **Purpose**

SAFEGUARDING

The safety of pupils is paramount. The curriculum includes Personal Development, Mutual Understanding emphasising 'keeping safe messages' and implementing a 'preventative curriculum'. This proactive approach aims to promote positive emotional health and wellbeing among pupils throughout the entire school community. It focuses on cultivating social skills like confidence, self-reliance, resilience and interpersonal skills, while also providing early intervention for pupils facing specific challenges.

REMOVING BARRIERS TO LEARNING

It is essential to maintain close alignment between the Positive Behaviour Policy and the Special Educational Needs Policy to facilitate early intervention when a pupil's behaviour impedes their learning. School staff collaborate closely, and when necessary, seek support from external agencies to ensure the wellbeing of pupils. By following the stages outlined in the SEN Code of Practice, individual needs are identified and addressed through interventions such as:

- Personal Learning Plans
- Risk Assessments (RA) or Risk Reduction and Management Action Plans (RRAP)
- Post incident implementation of restorative practices.

PUPIL CODE OF CONDUCT

The pupil 'Code of Conduct' with examples of acceptable behaviours, which are discussed and agreed, at an age-appropriate level, in each classroom.

- Caring:** *We care for ourselves and others.*
- ✓ We show good manners;
 - ✓ We care for everyone in our school and treat them with respect;
 - ✓ We are kind to each other;
 - ✓
- Learning:** *We try our best.*
- ✓ We come to school ready for work;
 - ✓ We concentrate on our work;
 - ✓ We work at a steady pace;
 - ✓ We ask for help when we need it.
- Talking and Listening:** *We listen to each other.*
- ✓ When the teacher/supervisor speaks we STOP, LOOK, LISTEN;
 - ✓ We listen to each other;
 - ✓ We talk to each other politely;
 - ✓ In discussions we speak with an inside voice.
- Safety and Movement:** *We want a safe school.*
- ✓ We always walk when moving around the school;

- ✓ We sit safely in our seats;
- ✓ We follow the teachers' instructions;
- ✓ We look after all equipment;
- ✓ We use the toilets properly;
- ✓ Outside, we only play where we are allowed to;
- ✓ We leave the school tidy.

Playground:

When we are playing and having fun, we think of others.

- ✓ We play safely;
- ✓ We let others join in our games;
- ✓ We put our litter in the bin;
- ✓ We walk to our lines and stand quietly;
- ✓ We use the cloakroom quietly.

Lunchtime:

When we are having our lunch we display good manners.

- ✓ We stand quietly to say grace;
- ✓ We sit in our seats to eat our lunch;
- ✓ We put our hands up if we want to leave our seats;
- ✓ We show good table manners;
- ✓ We talk quietly to the people at our table.

The above are general rules. However, as every eventuality cannot be listed, from time to time, when other matters arise, staff may exercise further rules to act in the best interests of the children.

CURRICULAR PROVISION WHICH CONTRIBUTES TO POSITIVE BEHAVIOURS

The teaching and reinforcement of appropriate behaviours is on-going throughout the school. Generally, opportunities are provided to share and take turns; positive peer relationships are fostered through e.g. co-operative pair, group, and teamwork and differentiated tasks allow all children to experience success thus building self-esteem.

Within the curriculum, children are provided with the opportunity to develop a range of skills including building friendships, taking responsibility, independence, communication and assertiveness. This is taught throughout the school in a Personal Development and Mutual Understanding (PDMU) a programme of work supported by Promoting Alternative Thinking Strategies (PATHS). The programme aims to build self-awareness and self-esteem; to enable children to explore their needs, rights and feelings; to consider the feelings and needs of others; to teach practical and positive ways to relate to others and to deal with conflict. Pupils are encouraged to become aware of their feelings, to express their fears and concerns and to develop a sense of empathy for others. At every stage, the children are taught to 'tell a trusted adult' about any problem or concern they may have.

Other areas of the curriculum contribute to this as shown by the examples below:

- Circle Time e.g. give opportunity to voice thoughts, feeling and ideas;
- Literacy e.g. use of novels / stories / poems with behaviour related themes
- RE e.g. work on friendships / relationships / feelings, Bible stories
- World Around Us topics e.g. People Who Help Us, Ourselves
- The Arts e.g. role play to practise assertiveness/dealing with difficult situations; art work
- PE: pair, group and teamwork; encouragement of good health and fitness.

REWARDS

In promoting desirable behaviour, our emphasis is on a positive approach of encouragement and praise and the modelling of appropriate behaviours. Rewards can be given in many ways and, without any attempt to put them into a value order, may include the following:

- a quiet word

- non-verbal appreciation such as an encouraging smile/thumbs up/High Five
- a written comment on pupil's work, or in a more detailed way, picking out specific points or ideas that gave pleasure
- tangible rewards such as stars/certificates/notes/points/stickers/stamps/tokens
- a visit to another member of staff for commendation
- a public word of praise in front of a group or a class
- public acknowledgement at a School Assembly
- use of school reports to comment favourably, not only on academic achievement, but on behaviour and on general attitudes.

UNACCEPTABLE BEHAVIOUR

Every staff member will consistently prompt pupils to take ownership of their actions, highlighting that undesirable behaviour typically impacts others negatively, whether it is another person, the class, the school environment, or themselves. Whenever feasible, staff will strive to connect the consequence to the behaviour exhibited. In Milltown Primary School we believe that consequences and interventions should:

- be constructive to focus on achieving behavioural change
- be applied fairly and consistently
- be applied in a timely, calm and measured manner
- be applied with sensitivity and flexibility, taking account of the age and maturity of the child, including any special education needs or other relevant circumstances
- where possible, be related to the behaviour
- focus on the behaviour, rather than the pupil.
- teach alternatives to unacceptable behaviour.

Levels of Unacceptable Behaviour

The following are examples of what constitutes Level 1, 2 and 3 behaviours alongside consequences and interventions which may be used to achieve behavioural change.

Level 1 Behaviour - Mild Disruption: Behaviours that can be effectively addressed within the classroom.

Examples of Level 1 behaviours	Examples of consequences/interventions
Arguing	A disapproving look
Boisterous behaviour	A signal to indicate behaviour must stop
Talking at inappropriate times	A verbal reminder
Distracting other pupils	Consequences of choice
Taking property of others	Restricted choice
Telling lies	Moved in class to another desk
Use of bad language	Reminder of class rules
Not remaining on task	Private chat with pupil
Not completing homework	Catch up on work not completed
Lack of kindness/manners	Apology (verbal or written)
Lack of respect for school property	

Level 1 behaviours may be addressed by any staff member whenever they occur.

Level 2 Behaviour - Moderate Disruption

More serious misbehaviour or a continuation of Level 1 behaviours that are challenging to manage within the classroom setting. The class teacher may involve parents, formally or informally, and notify other staff members. Referral to the principal may be necessary.

Examples of Level 2 behaviours	Examples of consequences/interventions
Persistence of Level 1 Aggressive behaviour which is persistent or serious (e.g. biting, hitting, nipping etc.) Refusal to work or general defiance Consistent non-completion of homework Persistent use of bad language Persistent name-calling Persistent telling of lies Damaging of property Being disrespectful to adults	Time out/cool off in another room Sent to Principal Parental meeting with class teacher - Principal may attend Discussion with SENCo - PLP may be required Withdrawal of privileges, responsibilities or extra-curricular activity Break/lunch detention Restitution Entry in incident file

Level 3 Behaviour - Severe Disruption

Very serious misbehaviour or continuation of Level 2 behaviours. This may require formal involvement of the principal, parental participation and Board of Governors. Additionally, outside agencies may be contacted for assistance.

Examples of Level 3 behaviours	Examples of consequences/interventions
Persistent occurrence of Level 2 Physical assault on teachers, adults or other children Wilful damage to property or school Verbal abuse directed at teachers, staff or peers Major disruption of class activities Abusive or threatening behaviour, including subtle or overt bullying behaviour Leaving school grounds without permission Dangerous refusal to obey instructions Evidence of drug use or possession of a controlled/harmful substance	Principal immediately informed Formal appointment with Principal and Parents PLP may be implemented Involvement of other agencies e.g. Education Welfare Officer, Primary Behaviour Support Suspension Expulsion

Suspension and expulsion of pupils

In the unlikely event that all possible strategies and consequences fail to produce acceptable behaviour on the part of the pupil, the school will invoke the Education Authority's Scheme for the Suspension and Expulsion of Pupils. A child may be suspended by the Principal and may thereafter be expelled following consultation involving the Principal, the parent/guardian, Chairman of the Board of Governors and EA Officer. Refusal by the parent/guardian to take part in such consultations will not prevent a pupil being expelled. Parents may appeal such a decision in writing to the Education Authority.

RIGHTS AND RESPONSIBILITIES

The Child and Behaviour

In Milltown Primary we aim for all pupils to enjoy their education and have their individual needs met. We strive to instil in our pupils the understanding that every child deserves and should experience equitable treatment. If a child encounters challenges at school, we encourage them to reach out to their class teacher, the Principal, or any other member of the school staff for support and assistance.

Rights of the Child	Responsibilities of the Child
<ul style="list-style-type: none"> To be valued as a member of the school community To have the opportunity to develop academically and personally 	<ul style="list-style-type: none"> To arrive in class on time, with homework completed, and suitably equipped for the lessons in the day ahead To be aware of and follow school rules

<ul style="list-style-type: none"> • To experience a broad, balanced and suitably differentiated curriculum • To be taught in a pleasant, safe and comfortable working environment • To have access to adequate resources • To have respect from adults and peers • To fair treatment • To have property respected • To learn • To be listened to and have procedures to voice concerns 	<ul style="list-style-type: none"> • To behave safely in and out of class • To be well mannered, polite and co-operative • To work to the best of his/her ability • To treat all members of the school community with dignity and respect • To respect the views, rights and property of others • To give opinions considerately • To accept ownership of his/her own behaviour and develop skills of self-discipline • To inform the teacher if he / she does not understand, or has a concern
---	---

Staff and Behaviour

A positive and structured learning environment can be established when staff and pupils understand their respective roles. Pupils need instruction and guidance. Our school serves as the foundation for our expectations regarding pupil behaviour. Our rules will be prominently displayed and revisited regularly by teachers. In promoting acceptable behaviour within their classes, staff will do so positively, in line with school policy, and will consult with the Principal when needed.

Rights of Staff Members	Responsibilities of Staff Members
<ul style="list-style-type: none"> • To teach/support effectively • To express their views and contribute to policies which they are required to reflect in their work • To have adequate and appropriate accommodation and resources • To professional development • To have advice and support from colleagues and external bodies • To access relevant information on children e.g. medical, academic, psychological • To be valued • To be treated fairly, consistently and with respect • To have property respected • To personal safety 	<ul style="list-style-type: none"> • To behave in a professional manner at all times • To show interest and enthusiasm in their work and in pupils' learning • To be familiar with and, when necessary, access available sources of assistance. • To promote positive behaviour • To apply rewards and sanctions fairly, taking into account individuals and circumstances • To listen to pupils, respecting their views, where appropriate • To treat all members of the school community with dignity and respect

Parents/Carers and Behaviour

Children typically learn behavioural standards before starting school, but these standards can vary among families. What is acceptable at home might not align with school expectations due to the larger school community. We value collaboration and encourage parents to build positive relationships with teachers and the principal. Working together is crucial to uphold the school's behaviour standards for the wellbeing of all pupils. Parental support is vital for maintaining high standards in attendance, punctuality, uniform, care for school property and homework.

Rights of Parents/Carers	Responsibilities of Parents/Carers
---------------------------------	---

<ul style="list-style-type: none"> • To be treated with respect • To know that their child is in a safe, caring environment • To know their child has access to a broad and balanced curriculum • To know how their child is progressing • To have reasonable access to information / teachers at mutually convenient times • To see school and home as a partnership • To be involved in key decisions about their child's education • To contact the school with regard to queries or concerns • To know that they will be listened to in the school • To be informed if their child is ill or has had an accident • To be informed if the school has concerns about their child. 	<ul style="list-style-type: none"> • To treat all members of the school community with dignity and respect • To support school policies and procedures • To ensure good, and punctual, attendance • To support their child's learning • To ensure homework is supported, signed and completed to a good standard • To ensure their child is adequately prepared for the day ahead • To encourage co-operation and respect for rules • To encourage care for learning materials, particularly those which belong to the school and which may be sent home • To share information which is relevant to the child's performance including any significant change in home circumstances, health, behaviour or concerns about school • To follow the school's procedures for dealing with queries or concerns • To meet with teachers when necessary (by appointment) • To ensure children are left to school and collected at the correct times • To act as positive role models for their child in their relationship with the school
--	---

Parents are reminded that:

- Your child is your responsibility until school doors open at 8:40am and then again when school ends.
- Pupils may arrive between 8:40am and 8:55am and enter through the upper cloakroom door.
- Pupils should be in school by 8:55am.
- Parents/carers should collect their child each afternoon from the upper playground.
- Dogs in the school playground should be kept on a lead. No other pupils should pet or approach dogs without parental/carer consent and supervision.
- Following collection, for safety reasons, pupils should be taken off site and not allowed to play amongst the trees.
- There should be no smoking or vaping on school grounds.
- School should be contacted if another adult is collecting your child.
- Staff and service vehicles **only** are permitted beyond the roundabout in the school drive unless an exemption has been arranged.
- Pedestrians should use the footpath up the drive.
- For safety reasons, pupils are only permitted to play on outdoor play equipment when supervised by a member of school staff during school hours.
- Children should only cycle or scoot in school grounds under teacher supervision.
- Parents should contact school on the first day of a pupil absence providing an explanation, so absences can be coded accurately.
- Medication can only be administered at school with prior, written, parental consent.
- School property and books, which are lost or damaged, must be paid for in full.
- Homework should be completed carefully, handed in on time and signed by an adult.
- Pupils should not bring personal electronic games, devices, smart watches or mobile phones to school. If there is an occasion that you feel it is necessary for your child to have a mobile phone, please send it, with a note of explanation, to your child's teacher at the beginning of the day. Your child can then collect the phone at home time. If you need to get a message to your child, please contact the school office in the usual way.

- Drugs/harmful substances should not be brought into school or on to the school premises. In normal circumstances parents will be contacted. Sanctions will be selected in the best interests of the pupil in the longer term while ensuring the safety and well-being of other pupils. If the situation is assessed as a safeguarding/child protection issue, social services will be contacted in the first instance. Evidence of drug use by a pupil or possession of a controlled / harmful substance may result in suspension pending a full investigation. The school will seek /signpost support services when necessary.

TRAINING

Staff will avail of training, advice and support from EA or other external providers as and when necessary.

LINKS TO OTHER POLICIES

- Anti-bullying Policy
- Reasonable Force and Safe Handling Policy
- SEN Policy
- Safeguarding and Child Protection Policy
- Pastoral Care Policy
- PDMU Policy
- RSE Policy
- Health and Safety Policy
- Homework Policy
- Attendance Policy
- E-safety Policy

MONITORING AND REVIEW

This policy is reviewed by *Governors* every three years or sooner as considered necessary to meet changes in the schools circumstances/EA guidelines/legislation and changes made as appropriate. A copy of this policy is available on the school website. A hard copy may be requested from the school office.