



LISLAGAN PRIMARY SCHOOL
PROMOTING POSITIVE BEHAVIOUR POLICY



Reviewed: February 2020

Ratified by Board of Governors on: 12th August 2020

Lislagan Primary School

Positive Behaviour Policy



Rationale

The Board of Governors, principal and staff of Lislagan Primary School believe firmly in a whole school approach to promoting and sustaining positive behaviour amongst our pupils, staff, and parents. We believe that positive behaviour is inexplicably linked to the overall Pastoral Care of all stakeholders and is an essential requisite for the success of developing positive, responsible citizens. We believe that our school vision of:

'working together to empower and encourage our children to be confident, creative, passionate, tolerant, resilient individuals equipped to succeed in today's diverse society';

is the lynchpin that feeds our Mission Statement. In Lislagan we believe that ***'making learning a life-long habit'*** will enable all our stakeholders to continue to develop as learners and use their transferable skills to carry the core values of positive behaviour into all future experiences.

Principles

The Board of Governors' statements highlight the following principles: -

- All Lislagan stakeholders are respected and feel valued
- A collaborative approach exists throughout the school community that promotes and celebrates positive behaviour
- An inclusive infrastructure is in place for the promotion of positive behaviour
- Positive behaviour is embedded in the philosophy of life-long learning
- All stakeholders know and understand their role in the process of promoting positive behaviour
- A safe, secure learning environment exists to explore and understand the mask of inappropriate behaviour

- Consistent support is used to challenge inappropriate behaviour and provide a scaffold to ensure equality and inclusion and feelings of self-worth for all
- Pupils, staff and parents are ambassadors for Lislagan Primary School and should strive to model positive behaviour at all times

Theoretical Principles

In Lislagan we believe in the value led, person centred model for positive behaviour. Positive behaviour is learned or acquired through example, praise and support. We advocate that: -

- Positive behaviour develops via meaningful communication and secure open relationships
- Positive behaviour can be self-perpetuating
- Staff and peer response to pupil behaviour is paramount in determining future behaviours
- Where and when negative behaviours occur is significant when making judgements – analysis of context is essential
- Frequent misbehaviours are more threatening to a person's well-being than an isolated incident – repeated disruptive behaviour can often mask issues that need to be supported
- Incidents of inappropriate behaviour should be judged on merit
- Emphasis should always focus on the cause rather than focusing on the behaviour itself.

On the premise of this model we have adopted a collaborative approach to promoting positive behaviour in that we work together to actively '***catch the children being good***', to praise them and self-perpetuate positive behaviour. When inappropriate behaviour is encountered we advocate that incidents be judged on merit and that as a collaboratively working entity we strive to discover the cause rather than focusing on the behaviour itself. This is carried out in conjunction with our safe guarding policies to ensure the safety of all children in our care.

Aims

As a school community we have considered the input from all stakeholders to ensure our aims are manageable, realistic and offer the greatest benefits to the children in our care. The following aims are endorsed to ensure the school 'buzz' is focused on the promotion of: -

- Emotional and intellectual learning for all pupils
- A positive, respectful backdrop for meaningful, inclusive teaching to take place
- Opportunities for pupils to identify personal self-worth and identify and value the well-being of the Lislagan community
- Opportunities for pupils to be independent learners who recognise the benefits of a structured, consistent framework for learning
- Equipping our children with the life-skills necessary for the challenges of today's society

Responsibilities: -

School Staff will: -

- Promote a safe, secure climate for learning and teaching
- Strive to show fairness
- Make judgements free from discrimination
- Engage in all training pertaining to Promoting Positive Behaviour
- Acquire a knowledge & understanding of a range of strategies to promote positive behaviour
- Acknowledge the importance of 'pupil voice' in the promotion of positive behaviour
- Uphold the values of Lislagan Primary School
- Record and report
- Liaise with parents/SENCO/Principal/Outside Agencies/Governors

We expect Parents/carers to: -

- Reinforce and promote the school values and support high standards of conduct and expectations

- Engage positively in the life of the school community through attendance at parents' meetings and curriculum orientated activities
- Support teaching staff, in encouraging their children to adhere to established policies to create a positive learning environment where the triangle of learning is paramount
- Work with the school to ensure the needs of the children are prioritised in order to accomplish high levels of success.

Pupils will be expected: -

- Uphold their right to learn and contribute to their learning opportunities
- Arrive at school on time
- Present homework to the best of their ability
- Recognise and seek support when difficulties arise
- Engage positively within the whole school environment and the wider environment in order to promote mutual respect and develop individual responsibility
- Embrace the school vision and mission statement by following the rules for expected behaviours within the learning community
- Develop their potential as successful learners, responsible citizens, effective contributors and confident individuals
- Respect their learning environment, remembering the rights of other learners
- Listen to others and expect to be listened to
- Feel safe, secure and happy.

RIGHTS AND RESPONSIBILITIES:

PUPIL RIGHTS	PUPIL RESPONSIBILITIES
<ul style="list-style-type: none"> • To be happy • To be treated with respect • To feel comfortable and safe within the working environment. • To celebrate their abilities and talents. • To be supported with their emotional intelligence in order to acquire the language 	<ul style="list-style-type: none"> • To celebrate their happiness by participating in all aspects of the school curriculum • To respect themselves and their property • To show respect to others and their property • To be ready to learn and do their best

<p>necessary to articulate feelings.</p> <ul style="list-style-type: none"> • To feel that they have a voice and they are listened to and have any worries taken seriously. • To have their work efforts celebrated and valued. 	<ul style="list-style-type: none"> • To obey the class and school rules • To develop a feeling of self-worth and self-discipline • To own up and show honesty in all their dealings • To treat all staff with respect
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STAFF RIGHTS	STAFF RESPONSIBILITIES
<ul style="list-style-type: none"> • To be treated with respect by all members of the Lislagan community. • To enjoy and feel safe within the working environment • To receive support from colleagues, management and Board of Governors • To be informed and kept up-to-date on matters associated with the school • To have an emotional support network if required 	<ul style="list-style-type: none"> • To treat their colleagues, children and parents with respect • To provide a positive, stimulating working environment • To recognise the positive behaviour demonstrated throughout the school • To take responsibility for their teaching ensuring that they are well prepared and promote positivity through their teaching • To use language appropriate for understanding

PARENTS RIGHTS	PARENTS' RESPONSIBILITIES
<ul style="list-style-type: none"> • That their children are happy • That their children feel safe in their learning environment • To have the opportunity to meet with teachers for updates on their child • To have any concerns listened to and dealt with fairly showing an understanding of their worries 	<ul style="list-style-type: none"> • To strive to ensure that their child arrives at school in a positive frame of mind • To ensure that their child attends school regularly and on time • To promote good manners and acceptable behaviour • To support the school by promoting a positive attitude to learning

<ul style="list-style-type: none"> • To ensure that communications are sent to every family when required 	<ul style="list-style-type: none"> • To encourage completion of homework • To adhere to the school requirements for signing of permission slips, payment of dinner and milk money • To respond to communication from the school
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Strategies Used to Promote Positive Behaviour in OUR school!

Meet & Greet

In Lislagan Primary school we believe in the importance of ‘ownership’ and a collegiate approach is adopted throughout the school to ensure that a positive climate is nurtured and owned by the staff and pupils. We believe that the morning routine sets a precedent for the day and all staff ensure they greet each other on a daily basis, either in sharing a cuppa in the staff room or a convivial acknowledgement around the photocopier. This is then transferred to pupils and parents through our ‘Meet and Greet’ system where the Principal and another member of staff stand outside to smile and welcome the children. We advocate that this sets the mood of the day and every new day is a new opportunity to learn!

The children enter the classrooms immediately after entering the school where they are greeted by their teacher. At this point they may fill their water bottles, use the bathroom, chat with their friends and prepare for the day to begin.

Class Behaviour Management Plan

In Lislagan we ensure that at the beginning of each new school year that all classes engage in a **five stage** process to engage the children in ‘participation of ownership’,

Values – Children will engage in positive talks regarding the type of classroom they would like and how they as a class can work together to achieve a productive working classroom. Circle Time, group activities, suggestion boxes etc.

Rights & Responsibilities – Children will work through age appropriate materials to gain an understanding of their rights and their responsibilities. A visual display will also be placed in corridor to reinforce concept.

Learning Behaviours – Learning Behaviours emphasise the crucial link between the way in which children and young people learn and their social knowledge and behaviour. In doing this the focus is upon establishing positive relationships across three elements of self, others and curriculum. Children will identify and agree on behaviours that facilitate learning. For example, listening when someone is speaking, coming prepared for learning, staying on task, cooperating with others etc.

Rules & Routines – We believe that children thrive on routine and it gives them comfort to know exactly what is happening in their lives. Each class will display their own rules which they contributed to collating and these will be referred to on a regular basis. These rules must be agreed by the class, be phrased positively, be applicable at all times, instantly observable and include one social rule. Visual timetables will also be displayed and referred to as part of the daily routine.

Rewards & Sanctions – The main thrust of our reward system will be based on ‘How we can celebrate?’, ‘How can we make things better?’ and how we as individuals and a collegiate can demonstrate consistency and fairness throughout the process. A number of whole school awards will be used; Class ‘Pupil of the Week’ award with cup and photograph displayed at main door; Class Certificates awarded in assembly and specific ‘Caught You’ Awards that will celebrate children being kind, mannerly etc.; whole school presentation. Each class will use their own specific way to promote success. These may include stars, stickers, points system, treasure chest, verbal praise, exhibiting work in class or corridor notice boards, visit to the Principal for reinforcement and praise etc. Sanctions should be individual and part of the agreed Classroom Management Plan for Learning. Therefore, this part of the plan will be teacher led and promote reflection on making better choices. ‘Pupil Voice’ is key and all children will have opportunities to review scenarios and discuss how inappropriate behaviour has a ripple effect throughout the school. Teachers will ensure that the children know that sanctions will be linked to pupils’ choice and based on agreed consequences. Sanctions will be fair and proportionate, never humiliating and viewed as a deterrent and never as punishments. Restorative

sanctions will provide opportunity for reflection and cover how the issue can be put right and what choice could be made next time.

These class rules will be visited on a regular basis to ensure understanding and responsibility.

Primary Movement – In Lislagan we believe that physical movement stimulates the brain and moves oxygen around the body to get us ready for our learning. Time will be allocated on every timetable for a daily ten-minute session of dance and movement. We have observed that as well as getting the children's brains ready it also gives them a sense of belonging. The 'emotional baggage' that accompanies many children who are rushing, or had a row with their parents etc., seems to be forgotten and all children have a good feel factor for starting the day.

Hydration – Keeping children hydrated has long been recognised as a crucial element of keeping the body healthy. Children are encouraged to use the water coolers provided and time is allocated for filling their bottles. Teachers mentor water drinking and encourage children throughout the door to refill.

Open Toileting – Toilet passes are used throughout the school to ensure children feel they can keep control of bodily functions. This will be covered through Rights and Responsibilities where children will consider how and when they will use the toilet pass. For example, if a child uses the pass at the beginning of crucial teaching time during a Numeracy lesson on a daily basis this is an indication that it is being used inappropriately. Although a child will never be refused the use of the toilet pass the teacher may wish to monitor over use and have general reminders without identifying a specific child.

After School Activities – We believe that the benefits of extracurricular activities are wide and varied and research does advocate that children who engage regularly in after school activities '**are less likely to develop an inclination for violent or problematic behaviour**'. We encourage children from P1-7 to engage an eclectic array of activities, offering choices that appeal to all.

Dress Down Friday with Community Assembly – As adults we look forward to the weekend to enjoy 'me' time and we strive to instil the concept of 'work hard, play hard' in our children. We believe that if children have something to look forward to at the end of a week of hard work that they will strive to ensure that they can enjoy the privilege of wearing their own clothes and showcasing the week's learning in assembly.

Emotional Intelligence - Emotional intelligence may be defined as the ability to recognise, understand, handle and appropriately express emotions. This premise is the corner-stone for promoting positive behaviour in Lislagan Primary School. Dealing with emotions helps to develop better relationships and a sense of psychological and mental well-being, in turn giving all stakeholders the opportunity to exist in agreed harmony.

Rationale: -

- Developing the whole person will have demonstrable benefits for the individual and society by increasing the stakeholder's capacity to contribute and achieve in terms of both productivity and personal development
- Emotionally developed people are better equipped to live with difference and change
- Emotional intelligence is enabling, focusing on the positive and the possible, addressing conflict and underpinning personal and professional integrity
- Developing emotional intelligence can be learned and developed through participating in a supportive environment that encourages problem solving, takes account of feelings, fosters empathy, compassion and builds optimism and hope.

In Lislagan we believe that working collaboratively to promote inclusive well-being rather than a culture of BLAME, encourages reflective thinking and meaningful dialogue. We proactively address underlying issues rather than reacting to and 'treating' symptoms' of distress. We recognise problematic behaviour as the outcome of unhelpful or damaging experiences rather than a problem with the individual. We respect differences and value diversity and promote discourse on the importance of: -

- 'Negotiation' rather than 'winning'
- Being open to 'learning' rather than being 'right'
- Being 'reflective' rather than being 'right'
- 'Self-awareness' rather than 'control'
- What is meaningful, not only what is measureable
- 'Listening' as central to good communication

Although these six statements are inextricably linked throughout all aspects of development in Lislagan Primary School, the greatest impact can be connected to positive behaviour. In Lislagan we believe in the following competencies for development with pupils: -

Awareness of Emotions in Self

- The ability to use the language of emotions and to identify emotions in people's behaviours
- Know what emotions they are feeling and why they are feeling them
- Are aware of the limitations and strengths and admit failures and limitations
- Recognise and understand their moods, emotions and drivers
- Recognise how they are feeling may influence their judgement and behaviour and make sound decisions despite uncertainties and pressures
- Voice views which are unpopular and go out on a limb to achieve what they believe is right
- Are self-confident even in the face of failure and can cope with rejection

Regulating Emotions in Self

- Control and redirect their disruptive impulses and suspend making rash judgements and think before acting
- Stay composed, positive and unflappable
- Build trust by being reliable and genuine
- Reflect and monitor their emotions in order to recognise how influential and reasonable they are
- Have the ability to find appropriate emotions so that they can relate to the feelings of others
- Control negative thinking
- Take different perspectives and risks in their thinking
- Be confident in sharing their values, beliefs, interests and feelings with friends, other pupils and adults

Empathising and Working with Emotions of Others

- Understand the emotions of other people and show sensitivity and understanding of others' perspectives
- Sense the felt but unspoken emotions in individuals and groups

- Know their friends are individuals with talents, varied interests, feelings and potential and celebrate these strengths and accomplishments
- Manage conflict effectively, drawing out the thoughts and feelings of all involved
- Lead and work co-operatively in teams
- Be highly motivated, enthusiastic and motivate others
- Challenge bias and prejudice

As a result of this long-term approach in Lislagan, we have been able to recognise and celebrate the impact of emotional intelligence on our behaviour management. We are also aware however of the importance of maintaining a positive environment in order for self-referenced behaviour management to take place. In Lislagan we have entrusted and shown faith in the children by handing over responsibility for classroom and whole school rules. All rules are positive and allow children to take ownership of their environment and through Circle Time, PDMU activities, Student Council, the Hidden Curriculum and Community Assembly the children have learned the language of positive discipline and can recognise the benefits of managing negative situations alien to the ethos of Lislagan.

The staff of Lislagan believe that it is crucial that all staff have confidence in their potential contribution in order to utilise opportunities to cultivate and secure a climate of trust, sharing and respect. Modelling has a colossal contribution to behaviour; responses and quality of relationships and staff have a rational and informed approach to equal opportunities, gender differences and preferences in learning. We acknowledge that staff are central to developing the emotional intelligence of children and we believe that our current staff are: -

- Infectiously optimistic
- Good listeners
- Committed
- Excited to celebrate success
- Emotionally resilient
- Stress tolerant

Sanctions – In the event that sanctions needed to be used we advocate that they are: -

- Individual
- Part of the agreed Classroom Behaviour Management Plan for learning

- Linked to pupils' choice(s)
- Based on agreed consequences
- Fair and proportionate
- Measured against frequency and duration
- Immediate or follow up asap if to be deferred
- Viewed as deterrents
- Restorative
- Reflective

Negative behaviour can impinge on the learning experience and it is the goal of Lislagan Primary School to remove/reduce barriers to learning by supporting the child by: -

- Choosing a 'target behaviour' and agree success criteria
- Choosing strategies to support the child to meet the target
- Actively teach and model desired learning behaviours
- Acknowledge, approve and affirm the desired learning behaviours
- Track, monitor and review progress
- Celebrate all success

Special Educational Needs - Personal Learning Plans should be used to track, monitor and review individual progress in removing barriers to learning. Children with specific learning difficulties or children on the medical ASD register may find school and learning challenging. Frustration and fear may be manifested through inappropriate behaviours. In Lislagan, staff are aware that it is up to us to guide and support our children through the use of Personal Learning Plans that are: -

- Well focused on realistic targets
- Guide work in the classroom
- Are used regularly
- Effectively monitored and updated

The learners with SEN/ASD should be involved in tracking and recording their own progress, reflecting on what they have been able to do, what has been problematic and how they might do even better. Assessment will evaluate the efficacy of the intervention process and the subsequent improvement in the learners' achievement.

Communication: - Communication and positive relationships between the child/teacher/parent triangle of learning are essential in the promoting of positive behaviour. Parents will be encouraged to participate in and support their child in promoting positive behaviour. Parents will have the opportunity to attend two face-to-face meetings per year with their child’s teacher and through our ‘*open door*’ policy will be able to arrange appointments with the principal/teacher whenever needed. Children will also have the opportunity to talk with members of staff when requested.

BEHAVIOURS

We have categorised behaviour under the following levels:

- Appropriate
- Inappropriate – Mild
- Inappropriate – Moderate
- Inappropriate – Severe

*The following lists are not exhaustive but merely a compilation of examples

APPROPRIATE	BEHAVIOUR <ul style="list-style-type: none"> • Friendly, happy demeanour • Helping others • Showing manners • Being polite • Initiating communication • Completing work • Staying on task • Following class rules • Showing respect • Playing safely • Good attendance • Punctuality • Following instructions • Listening to the opinions of others • Being prepared for learning • Completing homework • Working well within a group • Happy to try new experiences
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	<ul style="list-style-type: none"> • Getting involved in all activities • Having confidence to voice concerns about themselves or others
INAPPROPRIATE - MILD	<ul style="list-style-type: none"> • Continually interrupting • Continual fidgeting • Running in the corridor • Forgetting homework • Disrupting lessons and making it difficult for other children to work • Poor preparation • Breaking an agreed rule • Reluctance to participate in lining up procedure • Sulking and huffing • Continual inappropriate interruptions
INAPPROPRIATE - MODERATE	<ul style="list-style-type: none"> • Defiance/refusal • Swearing • Persistent rudeness to staff and peers • Non-cooperation • Offensive gestures • Spitting • Lack of respect for school property • Fighting
INAPPROPRIATE - SEVERE	<ul style="list-style-type: none"> • Destruction of property • Physical violence • Leaving school grounds • Bullying • Frequent use of bad language • Stealing • Contravention of e-safety policy

Monitoring Positive Behaviour Management

Principal: - The Principal has the ultimate responsibility to ensure the safety and well-being of all children. The principal will report to the Board of Governors as necessary. The Principal will ensure there is consistent application of positive behaviour management throughout the school.

Teaching Staff: - The teaching staff will be responsible for the behaviour management within their own class. They will seek the aid of the Principal in situations of Moderate and Severe behaviour. Teachers will follow the guidelines established by the school.

Non-Teaching Staff: - Non-teaching staff will seek the aid and clarification from the Principal in situations of Mild, Moderate and Severe behaviour.

Pupils: - Pupils will be aware of the school rules and will be encouraged to abide by them. They will understand the need for the boundaries laid down by the school and will be informed that their parents will be contacted when breaches in behaviour become inappropriate or detrimental to their well-being or the well-being of others.

Parents: - Parents will be informed of breaches of the school rules and persistent misbehaviour. They will be encouraged to join the Triangle of Care and Learning to support their child effectively.

Board of Governors: - The Board of Governors will be kept informed of issues that are considered detrimental to the implementation and up-holding of the school's Positive Behaviour Policy. They will be involved in decision making and are responsible for choosing action required in the more extreme cases of behavioural difficulties.

Conclusion

The Pastoral Care Co-ordinator (**currently Principal, Ms H Roxborough**) is responsible for up-holding and reviewing the policy for Positive Behaviour. The Co-ordinator will represent both pupils and staff with mediation or training techniques to ensure equality for all stakeholders in Lislagan Primary School. This policy does not stand alone but is an integral element of all the relevant Safe Guarding Policies for Lislagan Primary School.

APPENDICES

1. Incident Report Form

Sample Strategies

- 2. Suggested Rewards**
- 3. Motivational Worksheet**
- 4. Motivational Worksheet**
- 5. Motivational Cards**
- 6. Anger Management**
- 7. Caught You Award**



LISLAGAN PRIMARY SCHOOL

INCIDENT REPORT

CONFIDENTIAL

NAME OF PUPIL/S:

YEAR GROUP:

DATE/TIME OF INCIDENT:

DETAILS OF THE INCIDENT:

ACTION:

SIGNATURE OF STAFF MEMBER/s:

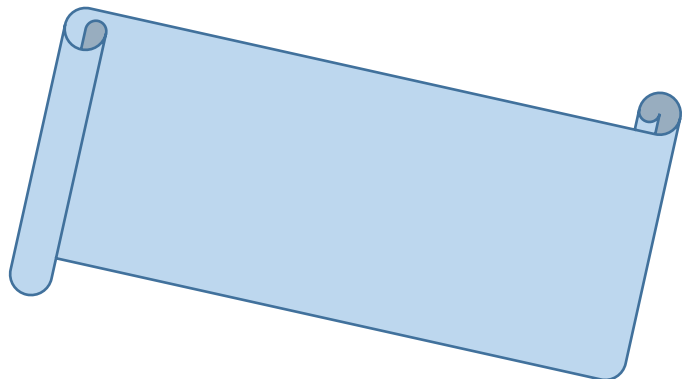
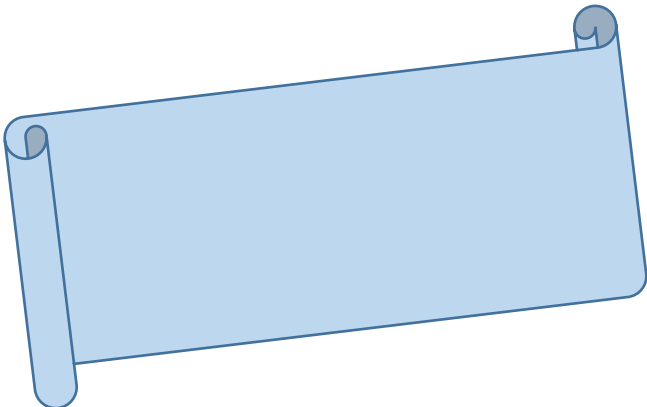
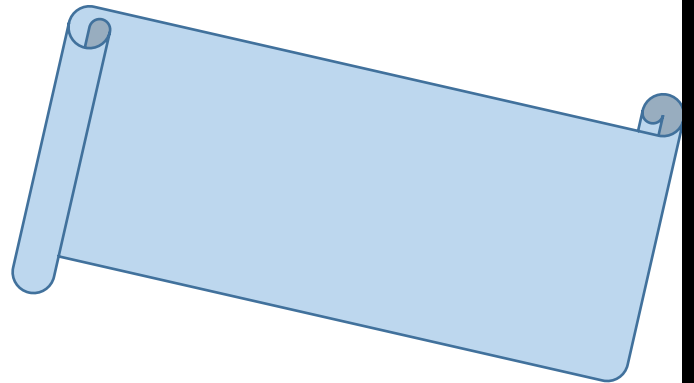
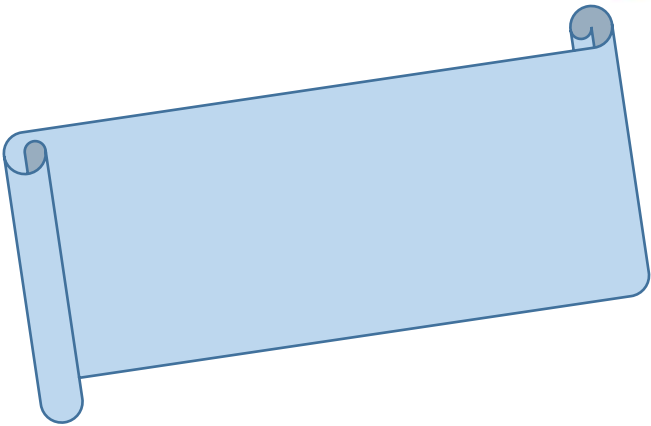
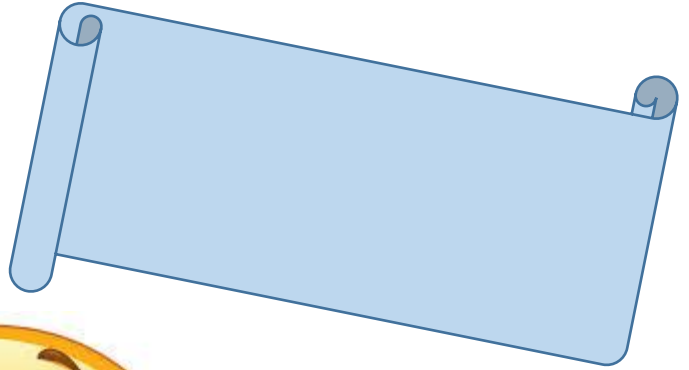
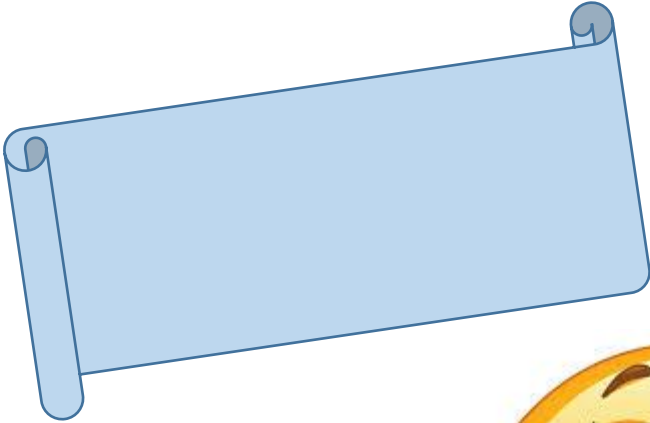
SUGGESTED REWARDS

- Verbal praise and reinforcement
- Positive comments on work
- Exhibiting work in class or corridor notice boards
- Using variety of stamps/stars/smiley faces etc.
- Special certificates
- Caught you Awards
- Pupil of the Week
- End of year prize giving for recognition for positive behaviour
- Visit to Principal for reinforcement of praise
- Magic Moment
- Bring Teddy to School
- Do Jo
- Jimmy Jar
- Homework Pass
- Proud Cloud
- Extra Pay Time
- Start Homework
- Wear Slippers to School
- Star of the Day
- Sit in the teacher's chair
- Choose a game for Break Time
- Pick a song for Primary Movement
- Note to Parents
- Golden Ticket
- Treasure Chest
- Team Award
- Attendance Awards
- Kindness Token
- Wall of Fame
- Raffle Tickets
- Happy Balloons
- Birthday Treat – pencils/ruler/bookmark
- Reward Cards

- Book Marks
- Motivational whole school Awards for handwriting etc.



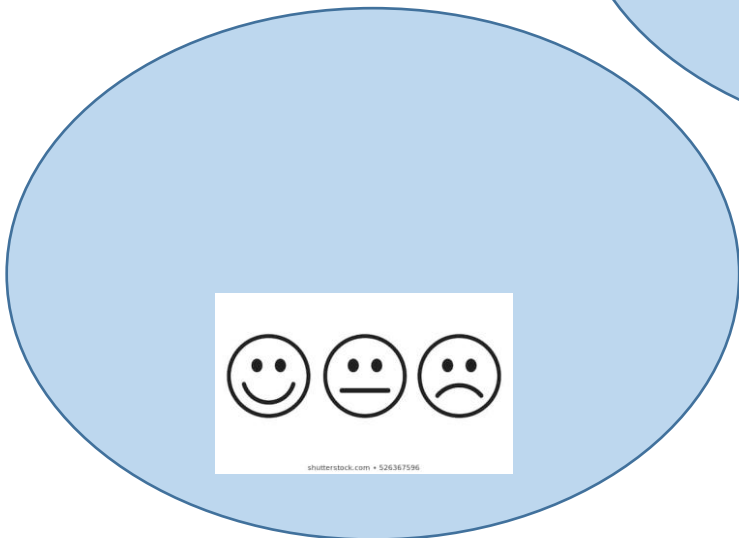
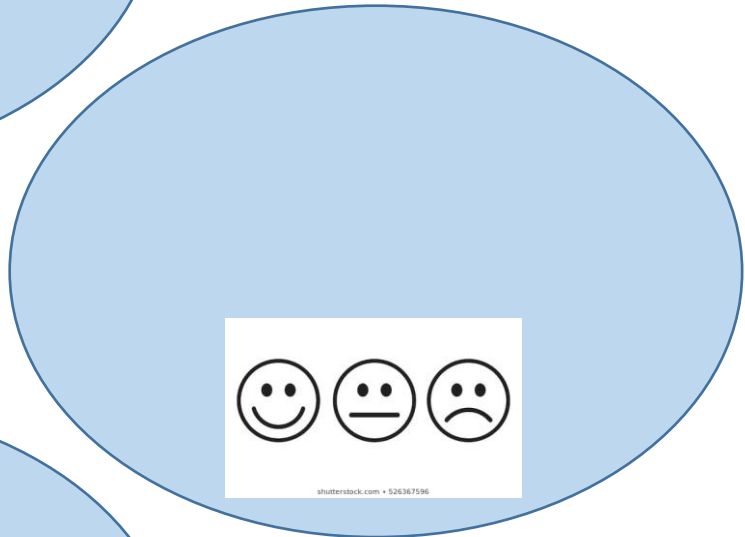
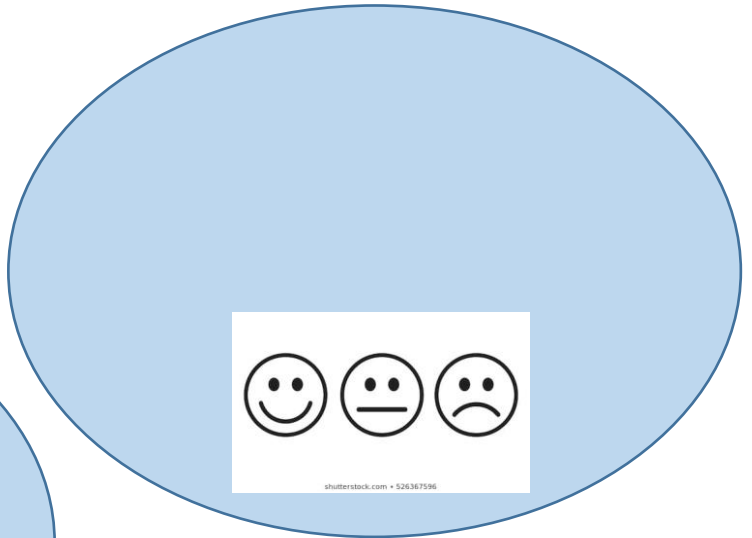
Why We Make Positive Choices at Lislagan!





Lislagan Primary School

How I Feel About My Choices?





Best 'Bee'haviour Card



When children get full card they can receive a night off homework or a gift from the treasure box.



Lislagan Primary School

Behaviour Cards



Helping Others



Listening



Being Kind



Sharing



Working hard



Using manners



**Looking after
equipment**



**Putting up your
hand**



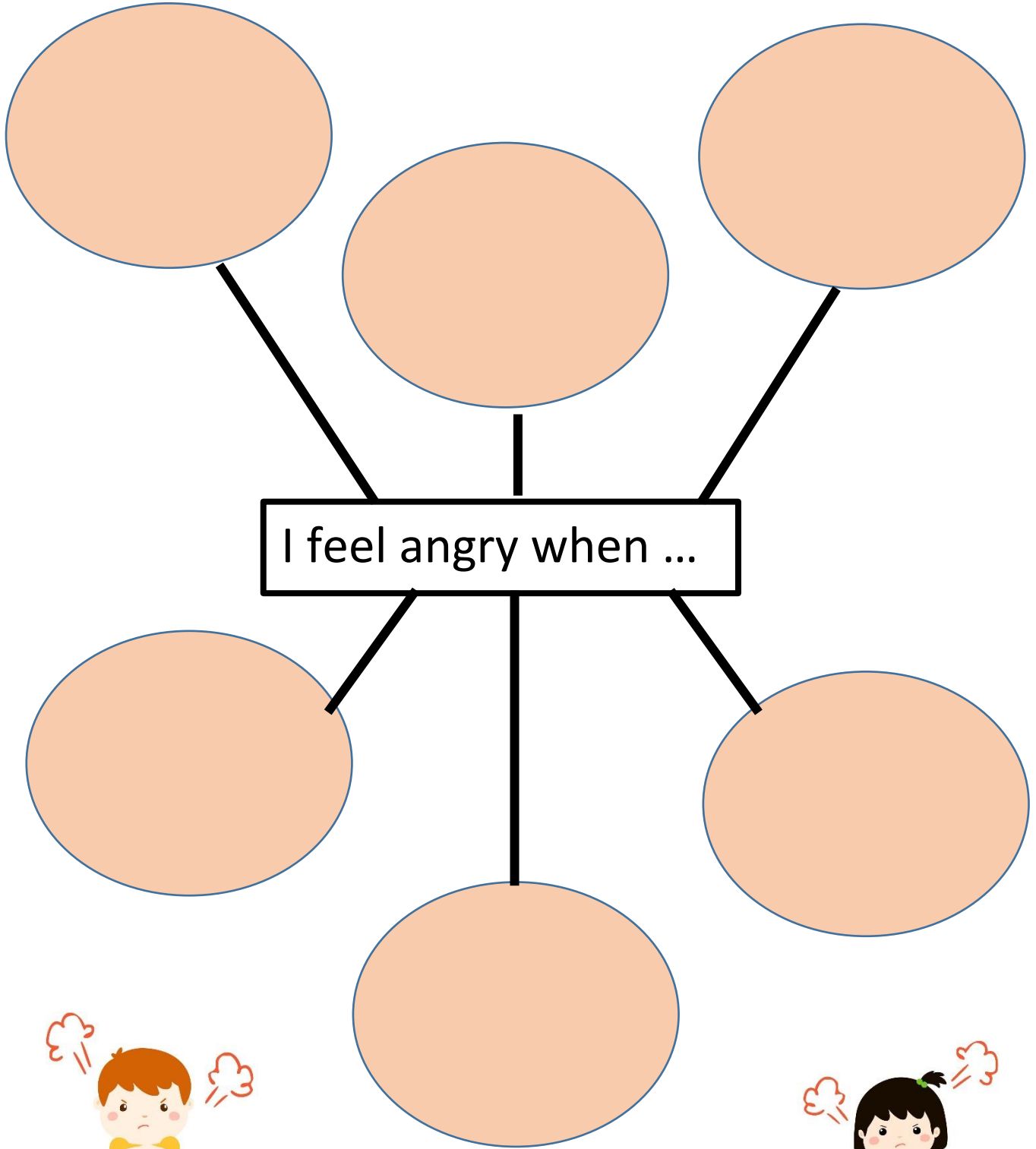
Being positive

Teachers present behaviour cards as children achieve each element. When children receive all nine cards they can either get night off homework or a gift from the treasure chest.

Name: _____

Date: _____

My Angry Triggers





**Awarded to
A.N.Other**

for

**being caught showing a mature
attitude to her learning!**

at

Lislagan Primary School



Caught you!

H Roxborough

Date 2020