



## Positive Behaviour Management Policy



## **1. Introduction**

Each school has a statutory responsibility for maintaining discipline and promoting good behaviour. As a school community, we believe passionately in developing our pupils' personal, social and emotional skills promoting positive behaviour and self-discipline.

This Policy reflects our school ethos where all pupils are valued and nurtured in a safe, positive learning environment and encouraged to 'Motivate their Potential to Shine'. The purpose of this policy is to provide a positive behaviour framework for supporting the success of our school aims thus ensuring the well-being, happiness and achievement of every individual in our community. This framework is based on teaching for skills development and prevention alongside positive and effective management by staff.

This policy should be considered in conjunction with the suite of Pastoral Care Policies in place in our school as listed in 'Safeguarding and Child Protection in Schools', DE April 2017 10.1. The policy has been developed in accordance with the following current legislation:

- Safeguarding and Child protection in Schools (2020)
- Promoting Positive Behaviour (2001)
- Health and Safety at Work (NI) Order (1978)
- Children (NI) Order (1995)
- The Education (NI) Order (1998) – Articles 3&4
- Human Rights Act (1998) – came into force in NI in 2000
- On-line safety Circular (2016/17)
- Scheme for Suspension and Expulsion DE 2004
- Education (NI) Order (2003)
- Special Educational Needs and Disability (NI) Order (2005)
- Northern Ireland Anti-bullying Forum – [www.NIABF.org.uk](http://www.NIABF.org.uk)
- Addressing Bullying in Schools Act (N.I.) 2016
- Positive Behaviour Policy COVID-19 Addendum Guidance

The whole school community has been consulted in formulating this policy. Consultation opportunities have taken place with class and school council, staff, parent community and school governing body. Pupil voice is paramount in our school with policy development. Many of the systems and incentives within this policy have been created through class and school council.

## **2. Governing Board Statement of Behaviour Principles**

At Macosquin Primary School we believe that:

- ✓ Positive behaviour is an essential condition for effective learning and teaching.
- ✓ Our pupils and staff have the right to feel valued and respected, learning and teaching in an environment which is safe, friendly, peaceful and fair.
- ✓ The behavioural, social and emotional development of our pupils is the key to lifelong well-being and success.
- ✓ With support from the staff, our pupils will learn about behaviours, how to manage their feelings, how to problem solve and take responsibility for their actions.
- ✓ Every member of our school community has a shared responsibility for promoting positive behaviour and implementing this policy's framework consistently.

The school community have defined clear standards of personal behaviour, which are based on respect for each individual in our community and their individual needs. This written statement is reviewed and approved by the Board of Governors every 2 years.

### 3. School Mission and Vision Statement

All members of our school community were consulted over and agreed our Mission and Vision Statement:

Together as a school family, we are committed to nurturing and **motivating** our children, enabling them to reach their full **potential** and **shine**- today and in the years ahead! At Macosquin the pupils are at the heart of our school. Our team of dedicated staff provide a safe, caring and inclusive child-centred environment which recognises uniqueness and celebrates success in every child. We firmly believe that our approach will self-motivate, aiming to inspire a love of learning, unlocking the potential that lies within all our children; preparing them to be happy, successful and responsible citizens now and in the future.

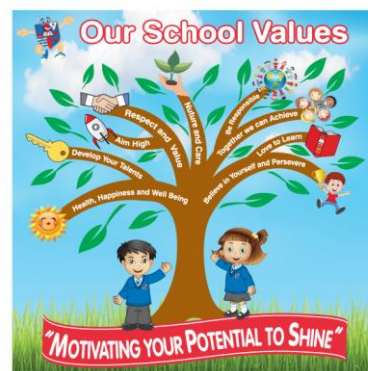
Our school vision for every child is: **Motivating your Potential to Shine**

Today and in the years ahead!

### 4. School Community Aims and Core Values

As a School Community we aim to achieve our vision by developing the core values opposite. Our School Council has chosen **Core Values** which will help all our pupils to live our school vision and Shine!

We have a whole-school approach to promoting emotional health and wellbeing and involve all members of the school community actively working together in partnership to achieve this outcome through delivery of the PDMU curriculum, PATHS Programme, weekly assemblies and pupil voice input.



### 5. Aims of Behaviour Management Policy

This policy provides a framework for supporting the aims of Macosquin Primary School by:

- ✓ Making all members of the school community feel valued, secure and to be successful in teaching and learning;
- ✓ Fully motivating and supporting pupils in achieving their potential;
- ✓ Developing pupils' social and emotional learning through a shared approach of PATHS at whole school level;
- ✓ Positively encouraging the growth of self-esteem and self-confidence;
- ✓ Creating a positive learning environment in which pupils engage and participate and where 'behaviour for learning' is encouraged and rewarded;
- ✓ Encouraging appropriate behaviour between all members of the school community;
- ✓ Having an agreed code of behaviour which is known and accepted and is consistently implemented at all levels; and
- ✓ Working in partnership with parents/ carers, external support bodies e.g. RISE/CAMHS, and other stakeholders e.g. EA services such as AAIS, Primary Behaviour Support and Provisions (PBS&P) to best support the pupils' behaviour.

## **6. Positive Behaviour Policy COVID-19 Addendum Guidance**

Our school takes cognisance that COVID-19 has significantly impacted society as a whole and that the impact of the virus and lockdown restrictions have been widely recognised as potentially traumatising experiences.

Potentially the whole school community could be affected by these experiences, i.e. staff/pupils/parents/guardians. Therefore, as recommended by DENI, our school has added as appropriate the COVID-19 Addendum Guidance to this policy.

## **7. Collective Responsibilities**

All members of the school community have a key role and responsibility in promoting, implementing and supporting our Positive Behaviour Policy.

**Our Governors** oversee the management of our school and are part of the process of development and implementation of policies and procedures. They also ensure that statutory policies and procedures in regard to behaviour management are followed as determined by the Department of Education.

**Our school staff** both teaching and non-teaching, share a collective responsibility for consistently implementing school policy on positive behaviour. This is monitored and led by leadership team and the Principal.

**Parents/ Carers** have a responsibility for ensuring that they make themselves aware of the Positive Behaviour Policy and support their children by meeting school expectations in respect of positive behaviour.

**Our pupils** are expected to be responsible for their own positive behaviour and to meet the expectations set out by the school.

## **8. Teaching and Learning**

“Behaviour in schools is inseparable from academic achievement, safety, welfare and well-being, and all other aspects of learning. It is the key to all other aims, and therefore crucial.”

***Tom Bennett 2017 Independent Review of Behaviour in Schools***

Positive behaviour is crucial for effective teaching and learning. All our teachers establish a positive learning environment and shared routines within which all members of the school community feel happy, safe and secure. They use a range of effective positive behaviour strategies.

Good teaching practice and positive teacher/pupil relationships are also major contributors to good classroom discipline. Well organised and delivered lessons help secure good standards of behaviour. The Senior Leadership Team and Co-ordinators monitor such effective classroom practice.

## 9. Class Plan for Learning

At the beginning of the school year, each class teacher leads behaviour sessions on the following 5 stages below to build a tailored Class Plan for Learning created and agreed by all pupils in the class.

This plan establishes an effective teaching and learning climate within each class. Teachers then display and monitor outcomes of the plan throughout the year. Parents are informed of the class plan. Pupils are actively involved in the tracking, monitoring and assessment of their progress. Class Plans for Learning are age appropriate and reflect progression through KS1 -KS2.

Stage	Area to Establish	Connected Whole School Systems
1	A set of Class Values <i>e.g. KS1 sharing, caring, turn taking and KS2 attentive, reflective, collaborative</i>	Core Values  <a href="https://www.macosquinps.co.uk/our-school/vision/">https://www.macosquinps.co.uk/our-school/vision/</a>
2	A set of agreed rights and responsibilities-pupils, staff (Teaching and Non-Teaching). <b>Rights</b> <i>e.g. right to learn, right to be safe, right to have a voice</i>  <b>Responsibilities</b> <i>We behave at all times in a way which allows everyone in our class to learn and allows our teacher to teach without interruptions.</i>	Rights Respecting Schools PATHs Programme
3	A set of acceptable behaviours which facilitate learning. <i>e.g. listening, engaging, participating</i>  A set of unacceptable behaviours which block learning. <i>e.g. not listening, not following instructions</i>	PATHs Programme  <a href="http://www.pathseducation.co.uk/">http://www.pathseducation.co.uk/</a>
4	A set of agreed classroom rules and routines. <i>e.g. we listen when someone is speaking to us in class, we do what our teacher asks, we follow instructions</i>	Golden Rules PATHs Programme
5	A set of agreed class rewards used to acknowledge and confirm compliance with the agreed class behaviour plan.  A set of agreed consequences used to acknowledge and deter non-compliance with the agreed class behaviour plan.	Golden Time/ Bee-haviour/ Board of Systems of motivators/Rewards/Treasure Pots/ stickers/ class awards/ prizes/Shining Stars TRT Think Reflect Time/ problem page Loss of golden time Withdrawal from activity Parents Informed Head of key Stage/ Principal informed Recorded on system Behaviour tracking-pupil lead

## 10. PATHS Programme for Schools (UK and NI version)

The behavioural, social and emotional development of our pupils is the key to lifelong well-being and success. We use the PATHs programme from P1-P7 to teach and develop personal, social and emotional skills, promoting positive behaviour and self-discipline. With support from the staff, our pupils will learn about behaviours, how to manage their feelings, how to problem solve and take responsibility for their actions.



Paths is a universal social and emotional whole school programme embedded in our school community. It teaches pro-social skills, emotional understanding, social problem-solving and self-control through weekly taught sessions. This learning is also generalised throughout other curriculum areas and the school day thus building upon our school core values, ethos and culture.

## 11. Whole School Positive Behaviour Incentive and Support Systems



### Golden Time

Golden Time is a positive incentive for all pupils, encouraging them to make the right choices throughout each school day. It is linked to the class plans for learning. A 30-minute session each week is given to the children; in which they take part in an activity/ activities of their choice. Golden time is protected when pupils continue to follow and adhere to the class plan for learning expectations. All pupils begin their week with complete golden time, e.g. 30 minutes. If a pupil is displaying unacceptable behaviour the child loses some of their time, however, pupils can show improvement and earn this time back. Staff at Macosquin Primary School believe that pupils can learn to make better choices and respect that the pupils' ability to make the correct choices requires appropriate scaffolding of learning. Pupils are supported to improve their behaviour through TRT (Think-Reflect-Time) and earn time back.



### Bee-haviour

This Junior School Incentive is linked to the class plans for learning and whole school core values. Junior School pupils (P1-3) compete to earn a piece of 'honeycomb' for displaying school core values and PATHs skills, understanding, problem-solving and self-control both inside and outside the classroom. These can be given by any adult in the school and other classes. On a weekly basis, the class with the most honeycomb is rewarded on a Friday with playtime in the toy area at lunchtime. Each classroom displays a beehive within which pieces of honeycomb are displayed when they are awarded. This helps pupils focus on their achievement.

### Board of Reward/ MPS Coin System

This Senior School Incentive is linked to the class plans for learning and whole school core values. Senior pupils (P4-7) will be rewarded with an 'MPS coin' when observed demonstrating any of our core values and PATHs skills, understanding, problem-solving and self-control both inside and outside the classroom. Any adult in school can give out blue MPS coins. 'Golden MPS coins' can be distributed by the Principal for exemplary displays of our values. Blue MPS coins are worth 5 points and Golden coins are worth 10. Throughout the week coins will accumulate in a

communal display in our assembly hall, visible during assemblies and throughout the school day. On Thursday afternoon class coins will be added and an announcement of the winning class will be made. An outside area and time slot is made available to the winning class at the end of the week.

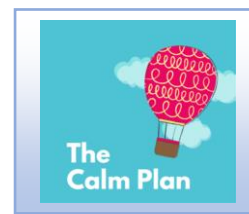
### **Calm Plan**

Our staff have been trained in the use of this resource by EA Behaviour Support Team. This resource supports our PATHs programme and can be used with the whole class or individual pupils when needed as an extra intervention. It provides a simple way to support children with their self-awareness and self-regulation. It also provides a way for adults to introduce and maintain boundaries while avoiding escalation. It focuses on what the child needs using the 3Rs model.

What does this child need right now?

What are the signals that let me know this child is becoming dysregulated?

How can I help to reduce the tension?



**Regulate** -First the pupil needs to feel safe. Staff focus on reducing tension and reassuring them. They say very little and give them space and time.

**Relate** -Next the pupil needs to feel loved. Staff focus on connecting with them, are present with them, take an interest in them.

**Reason** -Now the pupil is able to talk about what happened. Staff are curious with them and wonder what might have happened. They talk about alternative ways to manage these big emotions when they come.

### **Think-Reflect-Time (TRT)**

When a child displays 'NOT OK' behaviour in the class/playground and the teacher feels the behaviour is unreasonable/ unacceptable, T-R-T will be used to support the pupil to reflect on their behaviour, manage their feelings, take responsibility for their actions and plan for improvement. This will take place with the class teacher. Discussion and written reflection may take place using a Discussion Sheet.

### **Behaviour Tracking**

Any child who displays unacceptable behaviour, and continues to non-comply with the class plan for learning will be put on behaviour tracking by leadership and/ or the principal and set 'targets'. These 'targets' will be pupil lead and created in agreement with the class teacher, Leadership team member and parent/ carer. Targets will be realistic and set for achieving appropriate behaviour. The Principal will monitor target setting with the pupil to achieve consistency and will decide if and when the behaviour tracking system should be removed or if further intervention is required.

## **12. Responding to Consistent Non-complaint and Unacceptable Behaviours**

In responding to consistent non-complaint and unacceptable behaviour in our school, we have agreed a range of social and emotional interventions such as TRT and Calm Plan which will assist in helping pupils to recognise and reflect on their behaviour, its impact on others, and will help them to change and get back on track. We will also listen to and support and strengthen any pupil affected by this behaviour. It may be necessary to utilise a number of consequences when dealing with unacceptable behaviour to ensure a safe learning environment for everyone. The frequency of occurrence also has a bearing on the resulting consequences.

The school recognises that there are a number of “in school factors”, e.g. if the child had a restless night, and “out of school factors” such as pupils experiencing unsettling times in the family home, which can lead to inappropriate behaviour (Lehman, Hawkins and Catalan, 1994). It is therefore important that every individual pupil’s circumstances are considered and if necessary in consultation with the Pastoral Care Coordinator/ Principal. It is important to recognise that some misbehaviours are more serious than others.

### Levels of Intervention

In each of the four levels listed below, teachers use a list of suggested strategies that can be used to respond to behavioural incidents. The list is not exhaustive but seeks to provide best practice guidance on how to achieve the required change in behaviour and to restore the well-being of all those involved and affected by this behaviour. It is important to note that every specific case will be dealt with individually.

<b>Level 1-Low Level</b> (hardly ever happens)	<b>Level 2-Moderate</b> (often happens)	<b>Level 3 –Moderate-Severe</b> (happens most of the time)	<b>Level 4 –Severe</b> (dangerous high risk behaviour)
-behaviour generally will be led by the class teacher	-behaviour will still be led by the class teacher however Leadership/ Head of Key Stage and or Principal will be informed and may also intervene in the process	-behaviour that would warrant external support mechanisms	-behaviour is the most serious forms of negative behaviour rarely seen in the primary school age

### **13. Supporting Pupils with Challenging Social Emotional Behavioural Needs**

At certain stages in a child’s school life they may struggle to access, or manage within, the typical provision offered by the school as a result of:

- Social, Behavioural, Emotional and Well-Being Needs (SBEW) and/or;
- Special Educational Needs and Disabilities (SEND)

Challenging behaviour is not seen as a choice, but as communication of an unmet need. The school community will strive to understand the function behind the behaviour and offer support. Macosquin Primary School recognises that every pupil is unique and, as a result, may require specific intervention strategies to support teaching and learning. This may involve the pupil being added to the schools Special Needs register. School staff will be supported by the Special Educational Needs Coordinator (SENCO) to implement the school’s Special Educational Needs Policy and be guided by existing/new Individual Education Plans/Education, Health and Care Plans. The SENCO will also liaise with EA support services and external agencies as appropriate. Staff receive regular and, if necessary, specific training to support pupils, e.g. attachment difficulties, ASD, etc. Further information on the support of pupils with additional needs can be found in The Special Educational Needs Resource File.

Pupils with challenging SBEW needs that are not responding to in school support may be referred to EA Behaviour support and/ or Psychology (Stage 3). Advice from these professionals will be implemented to support these pupils and may resulting in the following strategies and systems being utilised, e.g. Sensory/ Nurture Room, Risk Assessment/ RRAP (Risk Reduction Action Plan), Calm Plan, Reduced day, in place and/ or tracking progress through personal targets.

School will address serious health-related issues of non-adherence to COVID-19 measures, such as coughing and spitting at others through the implementation of a RRAP. However, if non-adherence is a health and safety risk, the pupil may be suspended for a short period to allow a RRAP to be reviewed.

#### **14. Anti-Bullying**

The school has a clear policy on equality of opportunity based on the shared belief within the school community that everyone is of equal worth and have equal rights and responsibilities towards each other. Bullying behaviour is not tolerated in our school and our school community understands the shared responsibility to ensure our school is free of such behaviour. Any issues involving bullying will be dealt with in accordance with Anti-Bullying Policy.

#### **15. Online Safety**

The school adopts a proactive approach to teaching pupils about being safe when on-line and communicating appropriately when engaged with social media/on-line gaming, etc. It has an online safety scheme and teaches specific lessons regularly P1-7. Any issues raised with school will be dealt with in accordance with this policy and other school policies/ circulars mentioned at the beginning of this policy document.

#### **16. Suspensions and Expulsions**

When appropriate support has been implemented, monitored and reviewed but a pupil's SBEW continues to cause significant risk to self or others in the school community, a short period of suspension may be considered to allow time for a Risk Assessment and the development of an appropriate RRAP. If these are already in place, they should be reviewed. As part of a planned return to school following a suspension, parents/guardians will be requested to attend a meeting with the Principal (or their representative) to agree the implementation of the RRAP.

If, when all appropriate supports and guidance have been implemented and reviewed, a pupil continues to be unable to follow the safety rules, the Principal may, consider alternative arrangements to formally suspend a pupil for a fixed period or, as a last resort, move towards expulsion proceedings.

<https://www.education-ni.gov.uk/articles/suspensions-and-expulsions>

#### **17. Safe Handling**

In the present COVID-19 circumstances while it is unlikely that school staff would choose to use physical intervention, there may be times when physical intervention is deemed necessary as per Article 4 of the Education (Northern Ireland) Order 1998, enabling a member of staff to prevent a pupil from:

- a. committing an offence;
- b. causing personal injury to, or damage to the property of, any person (including the pupil himself); or
- c. engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether during a teaching session or otherwise. See the Regional Policy Framework on the Use of Reasonable Force/Safe Handling:

<https://www.education-ni.gov.uk/publications/regional-policy-framework-use-reasonable-forcesafehandling>

School will be guided by the above principles during COVID-19 circumstances and acting in line with the school's Safe Handling Policy, staff will:

- be aware of possible risk of infection if they physically intervene, contrasted with the risk of not intervening
- act in accordance with Public Health and Government guidelines on COVID-19
- focus on early intervention as a preventative measure alongside de-escalation strategies and reducing 'triggers' to manage risk
- only use physical intervention as a **last resort**, ensuring that their actions are reasonable and proportionate and in the best interests of the pupil

- continue to explore alternatives that maximise safety and minimise harm when risky behaviours occur
- maintain accurate records of physical intervention according to the school's Reasonable Force/Safe Handling Policy
- act to maintain the care, welfare, safety and security of all members of the school community

### **18. Recording School Based Incidents**

Teachers keep an up-to-date log of unacceptable behaviour incidents within their school computer system. Repeated behavioural problems and moderate/serious incidents will be referred initially to Head of key Stage/Leadership and the Principal, parents will be contacted accordingly. Severe incidents and any incident of bullying will be recorded within C2K Sims.

### **19. Resourcing**

The school Principal will ensure that accommodation, equipment and training is updated and resourced as necessary within the schools LMS budget to ensure effectiveness and impact of the outcomes of the policy.

### **20. Tracking and Monitoring Outcomes**

The policy outcomes are monitored and tracked continually by leadership and staff ensuring positive impact. Governors are provided with an annual update on how effectively the policy is delivering its outcomes.

This policy will be reviewed in consultation with all stakeholders every 4 years or if any outcome gives cause for immediate review.