

Positive Behaviour Management Policy

- *This Policy is currently under review in line with the Addressing Bullying in Schools Act (NI) 2016 and GDPR regulations*

PASTORAL CARE

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

- 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
- Education (NI) Order (2003)
- Special Educational Needs & Disability (NI) Order (2005)
- Northern Ireland Anti Bullying Forum www.NIABF.org.uk

Mission Statement

St MacNissi's is committed to developing each child's full potential to become a positive contributor to society in their adult life. We strive to achieve this by working in partnership with the child, their parents and the wider community, to create an atmosphere of mutual respect and understanding truly reflecting Catholic values

Staff and Governors of St MacNissi's Primary believe that...

At St MacNissi's Primary School we believe that positive behaviour is an essential condition for effective learning and teaching. We also believe that pupils and staff have the right to learn and teach in an environment which is safe, friendly, peaceful and fair. The school community has defined a very clear set of non-negotiable standards of personal behaviour, which are based on respect for each individual in our community and their individual needs. Our community places self-discipline and a real sense of justice at the core in our determination to provide opportunities where each individual can flourish and develop in safety. Positive Behaviour must be carefully developed and supported. Appropriate high self-esteem promotes good behaviour, effective learning and positive relationships. Put simply, we believe pupils learn best when they feel safe and happy in school.

The best results in terms of promoting positive behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement. We also know it is important to strike a balance between recognising positive behaviour and having appropriate consequences which are seen by all to be fair and just and applied consistently when standards are not maintained. Through the example which adults who care for them in school and through well-developed planned and stimulating learning opportunities, we believe that children can accept learning challenges and develop self-discipline. It is the responsibility of parents and carers to work with the school in helping to foster positive attitudes and behaviour.

We believe that good behaviour means that everyone in school is;

Careful and kind

Polite and Friendly

Helpful to each other

Quiet and Hardworking

Respectful and Tolerant

Aims of our Positive Behaviour Policy

This policy exists to provide a framework for supporting the aims of St MacNissi's Primary School and ensuring the happiness and learning of every individual in our community. It will do this through;

- Encouraging a calm, purposeful and happy atmosphere within school.
- Helping our children develop into caring and thoughtful individuals who respect and value the feelings, opinions, beliefs, property and differences of others.
- Encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
- A consistent approach to behaviour throughout the school with parental cooperation and involvement.
- Helping our children develop appropriate self-esteem.
- Encouraging our pupils to co-operate with one another and with the adults in school.
- Help create a positive, stimulating learning environment where positive attitudes and behaviour are encouraged and rewarded.
- Help working alongside parents to encourage our children to develop socially, academically, orally and spiritually in preparation for a positive role in society.
- Ensure that everyone is clear about their role when managing a pupil's behaviour.
- Make the children aware of unacceptable behaviour.
- Allow all children equal opportunities to learn.
- Allow all adults in school equal opportunities to fulfill their role.
- Reward and encourage positive behaviour.
- Use sanctions where appropriate in accordance with this policy.
- To develop skills necessary to resolve conflict and differences of opinion with sensitivity.

Encouraging Positive Behaviour

We support positive behaviour and a positive environment through;

- ✓ A consistent approach by the whole school community.
- ✓ Monitoring pupil attendance and taking swift action where necessary.
- ✓ Constructive whole school planning for PDMU.
- ✓ Developing the voice of the child, through for example the School and Class Councils.
- ✓ Encouraging our children to see themselves as part of a whole school community and recognising their responsibility within this.
- ✓ Developing the skills of co-operation and discussion.
- ✓ Encouraging everyone to take pride in the school environment.
- ✓ Having a positive and consistent approach to playtimes and lunchtimes.
- ✓ Creating a stimulating classroom environment.
- ✓ Providing a clear and positive learning experiences fairly and consistently.
- ✓ Offering a broad and balanced curriculum that is well planned, prepared and stimulating.
- ✓ Ensuring that the curriculum issues concerning organization, methods of teaching and learning, content and differentiation are addressed.

At **St MacNissi's Primary School**, we believe it is vital that positive behaviour is rewarded through sets of rules, both in the classroom and around the school, and a reward system that is transparent to the pupils is seen and applied consistently and fairly.

The Rights and Responsibilities of Everyone in **St MacNissi's Primary School**

OUR PUPILS

Pupil Rights	Pupil Responsibilities
<i>Be valued as members of the school community;</i>	<i>Come to school on time, with homework done, and suitably equipped for the lessons in the day ahead;</i>
<i>Get help when they seek it, whether with their work or with bullying or other personal worries, and to have a sympathetic audience for their ideas and concerns;</i>	<i>Respect the views, rights and property of others, and behave safely in and out of class;</i>
<i>Make mistakes, and learn from them;</i>	<i>Co-operate in class with the teacher and with their peers;</i>
<i>Be treated fairly, consistently and with respect;</i>	<i>Work as hard as they can in class;</i>
<i>Be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon;</i>	<i>Conform to the conventions of good behaviour and abide by school rules;</i>
<i>Be taught in a pleasant, well-managed and safe environment;</i>	<i>Seek help if they do not understand or are in difficulties;</i>
<i>Work and play within clearly defined and fairly administered codes of conduct;</i>	<i>Accept ownership for their own behaviour and learning, and to develop the skill of working independently.</i>
<i>Experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met;</i>	
<i>Develop and extend their interests, talents and abilities.</i>	

The Rights and Responsibilities of Everyone in **St MacNissi's Primary School**

OUR STAFF

Staff Rights	Staff Responsibilities
<p><i>Work in an environment where common courtesies and social conventions are respected;</i></p> <p><i>Express their views and to contribute to policies which they are required to reflect in their work;</i></p> <p><i>A suitable career structure and opportunities for Professional development;</i></p> <p><i>Support and advice from senior colleagues and external bodies;</i></p> <p><i>Adequate and appropriate accommodation and resources;</i></p> <p><i>To be treated with care and dignity from all members of our school community;</i></p>	<p><i>Behave in a professional manner at all times;</i></p> <p><i>Ensure that lessons are well prepared, making use of available resources, and that homework is appropriately set and constructively marked;</i></p> <p><i>Show interest and enthusiasm in the work in hand and in their pupils' learning;</i></p> <p><i>Listen to the pupils, value their contributions and respect their views;</i></p> <p><i>Be sympathetic, approachable and alert to pupils in difficulty or falling behind;</i></p> <p><i>Identify and seek to meet pupils' special educational needs through the SEN Code of Practice;</i></p> <p><i>Share with the parents any concerns they have about their child's progress or development;</i></p> <p><i>Expect high standards and acknowledge effort and achievement; pursue opportunities for personal and professional development;</i></p> <p><i>Report suspected cases of bullying to Designated Teacher for Child Protection (Mr McAuley) or in his absence to Deputy Designated Teacher (Mrs Mitchell)</i></p> <p><i>Follow up any complaint by a parent about bullying, and report back on the action which has been taken.</i></p>

Rewards

We at St MacNissi's Primary School not only promote and teach positive behaviour and attitudes with our children, we also greatly value and reward them. The emphasis of this policy is on the positive and consistent reward of positive behaviour and attitudes. As already stated we believe our pupils learn best when they are happy in school.

All members of staff will recognise and celebrate positive behaviour and attitudes at all times around the school through informal praise. Wherever appropriate, children's best efforts will be celebrated through display and performance.

Each teacher will have their own system of class rewards.

Rewards may include the following:

- Verbal praise and smiling at children
- Verbal or written praise to parents about their child
- A simple word of thanks
- Sticker, badges or stamps
- Pupil of the Week Certificate
- Certificates (Pupil of the Month; Buddy of the Month; Principal's Award)
- Written comments in books
- Sending the child to another teacher, Vice Principal or Principal for praise.
- Star Pupil of the Day sticker
- House Points

Pupil of the Week and Star of the day

Every week each teacher will choose a pupil to be the class's Pupil of the Week. This award will be given right through all classes from P1-7.

The weekly areas of reward might be for any of the following:

- Literacy
- Numeracy
- Behaviour
- Endeavour

The class teacher will choose a pupil, who in their opinion has made a significant contribution in the chosen area. The names of the pupils who have been awarded 'Pupil of the Week and Star of the Day' are displayed outside the classroom to recognise and celebrate their effort an achievement

Playground Buddies

In recognition of their senior position in school and to help foster self-discipline and a sense of responsibility, P7 pupils are encouraged to be a Playground Helpers to classes in the Playground. As a Helper, P7 pupils undertake various roles, playing positively with younger children.

House Points,

St MacNissi's Primary has adopted a house points system which fosters a sense of belonging and identity on our school. Children are divided in to one of four Houses:

Beech (blue)

Ash (yellow)

Oak (red)

Chestnut (green)

House Points are awarded for range of behaviours including the following:

1. Being Careful and kind
2. Being polite and friendly
3. Being helpful
4. Being hardworking and try our best
5. Being respectful and tolerant

House Points are totalled each month and the House Point Cup is given in a monthly Celebration Assembly.

At that Assembly each class teacher will nominate a pupil for 'Pupil of the Month' for their class, and the Principal will nominate 2 pupils (P1-P7) for 'Principal's Award'. We also present awards for 'Choir Member of the Month' and 'Buddy of the Month'. The awardees will be presented with their Certificates in our Assembly and their photograph will be displayed, for the month, in the House Point board on the first floor corridor.

Sanctions & Consequences

Although the emphasis of this policy is on encouraging and rewarding positive behaviours and attitudes, we at St MacNissi's Primary School recognise that it may be necessary to employ a number of sanctions to enforce our Code of Conduct and Classroom Rules to ensure a safe learning environment. As with matters relating to reward, consistency and fairness are vital in the application of sanctions which should be appropriate to each inappropriate behaviour.

When dealing with all forms of inappropriate behaviour, staff should employ the following strategies;

- Be calm all children must be dealt with in a calm yet firm manner, referring to which behaviour is not acceptable and the action being taken.
- Make clear that it is the behaviour which is being punished and this is not a personal matter.
- Logical consequences: - a logical consequence is a sanction that is proportional to and fits the misdemeanour. The first step is to stop the behaviour and the second step is to provide an action that recalls the rules, reinstates the limits and teaches alternative behaviours.
- Make good choices- remind the pupil they need to make good choices.
- Fresh start- although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start.

Behaviour Management Procedures

- For a small misdemeanour, the child will be spoken to by a member of staff. The staff will speak firmly but gently to the child without any aggressive gestures, such as finger pointing. The child will be encouraged to explain why the behaviour is unacceptable
- If a child puts themselves and/or others in danger they will be withdrawn from the situation, spoken to firmly but quietly and encouraged to explain and understand why the behaviour is inappropriate.
- If behaviours persist and are particularly concerning you will be invited to a meeting to discuss placing your child on an Individual Education/Behaviour Plan.
- In the event that a child is always deliberately destructive or disruptive and the procedures above have not worked, the Principal may decide to shorten the child's school day and seek advice. If this happens you will be kept informed at all stages of this procedure.
- At all times the children will be encouraged to have respect for others as well as themselves. It will be made clear that it is the behaviour that is unacceptable and not the child.

Mildly undesirable behaviour	Mild sanctions
<ul style="list-style-type: none"> • Talking during class • Going off task • Not listening (fidgeting) 	<ul style="list-style-type: none"> • The 'look' • Say the child's name • Reminder of class rules • Praise others listening • 5 minutes working away from the group

Moderately undesirable behaviour	Moderate sanctions
<ul style="list-style-type: none"> • Shouting out • Distracting others in class • Not taking responsibility for belongings • Name calling • No homework 	<ul style="list-style-type: none"> • The 'look' • Say the child's name • No earning points for the group • Find an opportunity to speak to the child personally • 5 minutes working away from the group 'Time out' • Homework- bring in next day if not then a letter is sent home

Severely undesirable behaviour	Severe sanctions
<ul style="list-style-type: none"> • Physical violence • Verbal abuse • Tantrums • 	<ul style="list-style-type: none"> • Speak to parents • Speak to principal • Staying in at break-time • 5 minutes Time out • Positive Behaviour Programme to be implemented working with SENCO

Severe Clause: Remove from class and send to Senior Teacher or Principal

*There should be prior notification with the Principal before parent/ carer is contacted.

Causes of Inappropriate Behaviour

There are a number of “in school factors” and “out of school factors” which can lead to inappropriate behaviour, these are presented in the tables below, Lehman, Hawkins and Catalan (1994)

Strategies for dealing with difficult situations: -

In dealing with difficult situations adults need to make professional judgements based on their experiences and the knowledge of the individual pupil.

Listed below are some points to remember and some strategies which may be useful in managing difficult situations.

- Stay calm
- Use a quiet voice
- Use neutral language and keep it to a minimum
- Avoid invading personal space unless necessary
- Avoid prolonged eye contact
- Stand still
- State expectations clearly
- Remind pupil of the consequences (use cautiously)
- State what will happen next
- It may be necessary to remove the audience
- Withdrawal- move the pupil away from the group for a short period. This models a non-violent response, gives “cooling off” time and a time for reflection. It also teaches that inappropriate behaviours will not be tolerated and protects the rights of all.
- Exiting- refer to Safe Handling Policy (DE, 2004)
- Always remember to give a thought driven professional response to a pupil’s behaviour with a view to de-escalating the situation

- All behaviour is a means of communication. Habitual behaviour serves a purpose but more appropriate behaviour can be learned. How we as adults choose to respond is very important in teaching and achieving the desired behaviour

- Consistency of approach from all adults
- Give the following messages to all pupils;
- “I want you to succeed in my class.”
- “You are responsible for your own behaviour”

We believe that children respond well if our expectations are made clear to them and at a level which they understand with a strong emphasis on pupil choice. We aim to be transparent with our rewards and consequences, therefore, with this in mind we have adopted in each year group a set of Classroom Rules (see Appendix 1), discussed and negotiated with the pupils in each class.

For these rules to be effective all members of staff follow the protocols outlined. The Classroom Rules aims to illicit a professional, thinking response from the adults in charge.

As a school we will;

- Teach the rules just as we would teach any curriculum area
- Emphasise the aspect of pupil choice in engaging in appropriate behaviours
- At our Curriculum Evening share information with parents and carers with regards to the Classroom Rules
- Clarify with all stakeholders any areas of concern
- ‘Catch’ the child being good and reward them accordingly
- Encourage the children to be good role models and to make ‘good choices’.

The Classroom Rules aim to help pupils to make good choices in terms of their behaviour.

We believe that good behaviour is about making the right choices!

Positive Recognition/ Rewards

When we choose to keep to these rules we may receive the following rewards;

✓ Praise	✓ House Points
✓ Stickers	✓ Pupil of the Week
✓ Stamps / Points	✓ Pupil of the Month
✓ Table of the Week	✓ Star of the Day
✓ Principal’s Award	

Listed below are a range of strategies which are proven to have been effective in positive behaviour management;

- Positive Feedback-** Acknowledge/Approve/Affirm: Acknowledging (notice and describe the behaviour), approve it (say why it is good) and affirm (apply a positive label to the pupil) e.g. “Thank you for tidying up so quickly- you are a great helper!”
- Positive Correction-** tell the pupils what you want them to do i.e. not what you don’t want them to do e.g. “Please walk” instead of “stop running.” Avoid saying, “don’t” or “stop”.
- Positive Repetition-** when you give a direction, ask someone who knows what to do to repeat it rather than focusing on the one who doesn’t- praise the children who carry out the instruction.
- Non-verbal Cues-** hands up, finger on the lips, the “look”.
- Give take-up time-** give a clear specific direction in a non-confrontational way, move away from the pupil with a clear expectation that the pupil will comply.
- Re-direction-** repeat direction without being side-tracked. Use thanks and take-up time, do not stand over pupils in a confrontational way.
- Tactically ignore-** ignore any secondary behaviour if the pupil is compliant with the primary behaviour request e.g. if the pupil begins the task (primary behaviour) when asked, ignore any annoying secondary behaviours such as huffing and muttering.
- Physical Proximity-** move closer to a disruptive pupil
- Distraction/ Diversion-** give an alternative task or activity to a disruptive pupil without highlighting the inappropriate behaviour.
- Clear Expectations-** e.g. “When we go back in to the classroom after break, I will give a point to those who go straight back to their task.”
- Where/ What-** “Where should you be?” (In my seat) What should you be doing? (My work).
- Choices-** “Put your (e.g. toy) on my desk or in your bag- which are you going to do?”
- Broken Record-** Calmly repeat the request or rule or consequence; avoid being drawn into an argument, stay neutral.
- Private Reprimand-** a quiet word rather than a public confrontation.
- Repair & Rebuild-** as soon as possible after a reprimand, find an opportunity to say something positive about the pupil, “Catch them being good”.

Suspension and Expulsion of Pupils

The school reserves the right to Suspend or Expel a pupil following DENI, CCMS and E.A. set procedures.

The school reserves the right to impose any listed sanction if an incident is serious enough to warrant it.

Reasonable Force/ Safe Handling

The Education (NI) Order 1998 (part II Article 4 (1)) states;

“A member of the staff of a grant aided school may use, in relation to any pupil at the school, such force as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following, namely:

- Committing any offence
- Causing and injury to, or damage to the property of any person (including the person himself); or
- Engaging in any behavioural prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether the behaviour occurs during a teaching session or otherwise.”

Based on this legal framework the working definition of “reasonable force” is the minimum force

necessary to prevent a pupil from physically harming himself/herself or others or seriously damaging property, but used in a manner which attempts to preserve the dignity of all concerned.

Under Duty of Care, staff may use a physical intervention and when they do so, they should be clear that the action was;

- In the child's best interest
- Necessary
- Reasonable and proportionate
- Last resort (where possible)

MONITORING AND EVALUATION

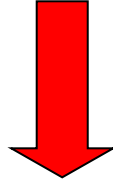
Monitoring the effectiveness of the Positive Behaviour Policy is the responsibility of the PDMU Co-ordinator in conjunction with the members of SMT. This Positive Behaviour Policy will be reviewed annually. It will be reviewed by the PDMU Coordinator with the whole staff and as we value the input of the whole school community, parents and pupils will also be surveyed to gauge opinions on the effectiveness of the policy. After this consultation the reviewed draft policy will be brought to the Board of Governors for approval.

Link to Special Educational Needs Code of Practice

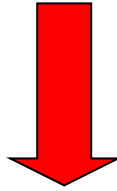
Social Emotional and Behavioural Difficulties (SEBD) is one of the categories of Special Educational Needs in the 1998-2005 Code of Practice. A pupil may be placed on the SEBD Code of Practice for SEBD when a class teacher recognizes a behaviour difficulty and where normal classroom management strategies are not effective.

Procedures for Concerns

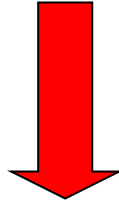
I have a concern about the behaviour of a child or the behaviour management of a child in school



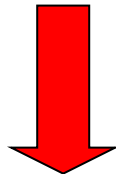
I can talk to the class teacher



If I am still concerned I can talk to the Special Educational Needs Co-ordinator (SENCO) or Senior Teacher- Mrs Burns



If I am still concerned I can talk to the Principal



If I am still concerned I can write to the Chair of the Board of Governors

Appendix 1

Class Rules for Learning...Primary 1

Our Classroom Rules

- We play nicely together
- We keep our hands and feet to ourselves
- We speak quietly and say nice things to each other
- We say sorry if we hurt someone's feelings
- We share and take turns
- We keep our classroom tidy
- We take care of our toys and books
- We sit still on the mat and we watch and listen
- We walk quietly and carefully inside school
- We need to listen to our teachers and do what they say because they want to keep us safe and happy
- We make 'good choices'



Class Rules for Learning...Primary 2

Our Classroom Rules

- Listen to the person speaking
- Keep our classroom tidy
- Always try our best
- Look after our property
- Line up sensibly
- Be kind to others
- Share with others
- Walk not run
- Put up your hand
- Take turns
- Tidy away things neatly
- Use your indoor voice
- **GOLDEN WORDS** ---- (Please; Sorry; Excuse Me; Thank You)



Class Rules for Learning...Primary 3

Our Classroom Rules

- Line up quietly
- Be Polite and respectful
- Take turns and share
- Keep your work neat
- Ask if you need help.
- Try your best
- Put up your hand
- Help keep our classroom tidy
- Be happy.



Class Rules for Learning...Primary 4

Our Classroom Rules

- Always be responsible for your actions
- Work together as a team
- Always listen when someone is talking
- Keep your hands, feet and hurtful words to yourself
- Show respect and kindness
- Never give up



Class Rules for Learning...Primary 5

Our Classroom Rules

- Be Kind and helpful
- Keep hands, feet and hurtful comments to yourself
- Put your hand up to speak and don't shout out.
- Keep our classroom tidy
- Listen and give your full attention
- Be sensible and responsible
- Always try your best and give 100%
- Show respect



Class Rules for Learning...Primary 6

Our Classroom Rules

- Keep hands, feet and hurtful words to yourself
- Be Polite say please and thank you
- Look after your own and others belongings
- Be an active listener
- Remember to always walk in the classroom



Class Rules for Learning...Primary 7

Our Classroom Rules

- Put up my hand to ask or answer a question
- Keep our classroom tidy and organised
- Show respect to others and their property
- Work hard and try my best
- Be polite, be proud and be happy



Playground Rules drawn up by School Council

- Play with each other in a fun, safe and respectful way.
- Keep hands and feet to yourself
- No nasty or inappropriate language
- Look after and use the school equipment properly
- Be honest with adults
- Freeze, then line up quickly, quietly and safely when the bell rings.
- No running in the 'Quiet Area'.
- We all have fun together.



Review of the Policy:

The School staff has played an active role in the formulation of this Policy. They have agreed to the enclosed Code of Conduct. The Policy has been widely consulted upon with staff, parents and Board of Governors.

Links with other Policies

This Policy is integral to all school policies. It has key links with policies such as:-

- ✓ Special Educational Needs
- ✓ Child Protection
- ✓ Anti-Bullying
- ✓ Attendance Policy
- ✓ Pastoral Care
- ✓ RSE
- ✓ Attendance
- ✓ Staff Code of Conduct

