



Positive Behaviour Management Policy

November 2020

Date to be reviewed: November 2021

Contents

1.	Legislation and Guidance	Page 2
2.	Mission Statement	Page 3
3.	Core Values	Page 3
4.	Governors' Statement of written Principles	Page 4
5.	Aims, Outcomes and Sources of Evidence	Page 5
6.	Rights and Responsibilities	Page 7
7.	The Class Plan for Learning	Page 8
8.	Rewards and Sanctions	Page 9
9.	Restorative Practice	Page 10
10.	Line of Referral	Page 11
11.	Consultation Process	Page 11
12.	Report to the Board of Governors	Page 11
13.	Policy Review	Page 11
14.	Appendices	
14.1	Appendix 1 School Rules	Page 12
14.2	Appendix 2 Reasonable Force/Safe Handling	Page 13
14.3	Appendix 3 Suspensions and Expulsions	Page 14
14.4	Appendix 4 Complaints Procedure – At a Glance	Page 16

The Positive Behaviour Policy forms part of the suite of safeguarding policies which work together to ensure the wellbeing of the pupils in our care. It aims to promote and maintain a positive approach to the management of behaviour with praise, encouragement and rewards. The policy advocates the creation of an effective learning environment in which all pupils can achieve their full potential.

1. Legislation and Guidance

In line with the Health and Safety at work (Northern Ireland) Order 1978, employers within the education sector are required by law to create a safe working environment for the pupils in their charge, for the teaching and non-teaching staff they employ, and for any volunteers working in schools.

This policy has been informed and guided by:

Current legislation

- 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
- Regional Policy Framework on the use of Reasonable Force/Safe Handling, DENI, May 2004. (See Appendix 2)

DE guidance

- Pastoral Care in Schools: Promoting Positive Behaviour, DE 2001
- Suspension and Expulsion procedures, DE 2004
- Safeguarding and Child Protection in Schools. A Guide for Schools, DE 2017

CCMS

- Scheme for the Suspension and Expulsion of Pupils (See Appendix 3)

ETI

- Inspection and Self-Evaluation Framework 2017

2. Mission Statement

We, the governors and staff of St Mary's on the Hill Primary School believe the school to be a vital part of the Catholic Community living in the Parish of St Mary's on the Hill. We aim to create a safe, supportive and inclusive school community in which we will nurture each child's holistic potential, encouraging the development of independent and lifelong learning skills. Good behaviour keeps pupils safe and contributes to a welcoming and caring environment in which both pupils and teachers can do their best work.

3. Core Values

Each member of our school community understands their role in promoting the following positive values and attitudes:

- Taking pride in themselves, the school and the environment
- Being reflective and engaged learners
- Celebrating aspirations and achievements
- Upholding school rules
- Valuing honesty and truthfulness
- Demonstrating tolerance
- Displaying courtesy and good manners
- Being considerate of and sensitive to the needs of others
- Showing self-control and demonstrating self-discipline
- Being valued and supported
- Building confidence and self-esteem
- Developing emotional health and well-being through physical activity
- Working together in a safe, secure and inclusive environment.

4. St. Mary's on the Hill Governors' Written Statement of Principles

The Governors of St. Mary's on the Hill Primary School strongly believe that high standards of behaviour lie at the heart of a successful school that enables;

- all pupils to make the best possible progress in all aspects of their school life and work,
- all staff to be able to work, teach and promote positive learning experiences without harassment or undue interruption.

Therefore we, along with the Principal and staff of St Mary's on the Hill will implement The Positive Behaviour policy which:

Will ensure that there are measures to encourage good behaviour, self-discipline and respect when in school, when travelling to and from school, and when engaged in extra-curricular activities, including educational trips and visits (residential and non-residential). It will also provide guidance on the use of Safe Handling/Reasonable Force, and the CCMS Scheme for Suspensions and Expulsions;

Consistently promotes the language and concept of 'choices' and 'consequences', i.e. a consequence (be that positive or negative) is the result of making a choice;

- 2.1. Positive choices will result in rewards, for example; praise, stickers, Principal awards, Golden Time, Proud Cloud, note to parents etc;
- 2.2. Poor choices will incur sanctions and will be used to demonstrate that challenging behaviour is not acceptable; to provide boundaries and to make our expectations clear. Consequences should be known and understood by all staff and pupils. They should be applied fairly, consistently, proportionally and reasonably. It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual pupil;
- 2.3. The governors expect the principal to use their discretion in the use of sanctions and to balance the needs of staff, pupils and parents/carers when considering measures to manage unacceptable or challenging behavior;

Where there are significant concerns about a pupil's behaviour, the school will work with parents/carers to identify, implement and review consistent strategies to use at home and in school;

- 3.1. The school may seek advice and support from appropriate outside agencies where concerns are raised about a child's behaviour. Where pupil behaviour places others at risk, the safety of the pupil body as a whole is paramount.

5. Aims, Outcomes and Sources of Evidence

This policy aims to:

1. Promote positive attitudes.
2. Create an orderly, purposeful working environment in which unacceptable behaviours are kept to a minimum.

We aim to:	Outcomes	Sources of Evidence
<p>1. Create positive attitudes by promoting:</p> <ul style="list-style-type: none"> • Sound relationships • A ‘<i>Can do</i>’ culture in which pupils aspire and achieve 	<p>Every member of the school community:</p> <ul style="list-style-type: none"> • Behaves towards each other in a mutually respectful and caring manner • Respects the school environment • Respects everyone’s right to learn and work so that all pupils and staff can achieve and reach their full potential • Is supportive and values achievement • Acknowledges/celebrates success. 	<p>Attendance Certificates Pupil of the Month award Assembly presentations Photo display Newsletter publications Active PTA Casual Rewards</p>
<p>2.a) Create an orderly and purposeful working environment by;</p> <ul style="list-style-type: none"> • Creating rules and routines in partnership (See Appendix 1) • Promoting behaviours for learning <p>2.b) Unacceptable behaviours are kept to a minimum by:</p> <ul style="list-style-type: none"> • The use of positive management strategies • Rewarding positive behaviours • Supporting those children who have significant difficulty in meeting the agreed standards of behaviour. 	<p>Pupils demonstrate</p> <ul style="list-style-type: none"> • Increased self esteem • Self- regulation and an acceptance of responsibility for their own choice of behaviour • Understanding and acceptance of the consequences of their actions. <p>Children and staff together develop, display and implement</p> <ul style="list-style-type: none"> • An agreed Class Plan for Learning <p>Staff and children assess how effectively the key learning behaviours are implemented</p>	<p>Personal development and Mutual Understanding mapping, plans and outcomes</p> <p>Class Plans for Learning Performance Review and Staff Development (PRSD) observations</p> <p>The class wide reward system</p>

	<ul style="list-style-type: none"> • a reduction in unacceptable behaviour is evident <p>Children experiencing behavioural difficulties are identified and appropriate support provided (internal/external- see SEN & Inclusion policy). This support is monitored by both staff and pupils, and outcomes evaluated and reviewed.</p>	<p>Recognition Board</p> <p>Individual Education Plans (IEPs) Individual Behaviour Plans (IBPs)</p> <p>Risk Assessments</p>
<p>3. a) Create a climate conducive to sound relationships, and effective learning and teaching by developing:</p> <ul style="list-style-type: none"> • key learning behaviours • a fair and consistent use of a hierarchy of rewards to motivate <p>3.b) Barriers to learning are reduced or removed by</p> <ul style="list-style-type: none"> • Supporting those pupils whose behaviour significantly blocks their own learning and that of others 	<ul style="list-style-type: none"> • Pupils are motivated to learn in classrooms are pleasant, caring and happy working environments • Effective teaching and learning takes place • There is a focus on the agreed key learning behaviours in each class • The class wide reward system is implemented fairly and consistently in each class • Achievement is acknowledged and success is celebrated <p>Targeted support is provided, tracked, monitored and assessed through SEN provision which includes interventions such as IEPs/IBPs/Risk Reduction Plans</p>	<p>Examples of positive marking</p> <p>Positive ethos is reflected in <i>Pupils Attitude to Self and School</i> survey</p> <p>Positive relationships and interactions throughout the school</p> <p>Enrolment Figures – our reputation in the community</p>
<p>4. Develop effective behaviours for learning</p>	<ul style="list-style-type: none"> • A whole school approach to the creation, implementation and monitoring of age-appropriate Class Plans for Learning • Positive attitudes are promoted through pastoral and preventative curriculum work • Promotion of the pupil voice 	<p>Class Plans for Learning are clearly displayed and are ‘working documents’ which change with the needs of the class</p> <p>Key Stage Assemblies with monthly behaviour targets</p> <p>Pupil Surveys</p> <p>School Council meetings and activities</p>

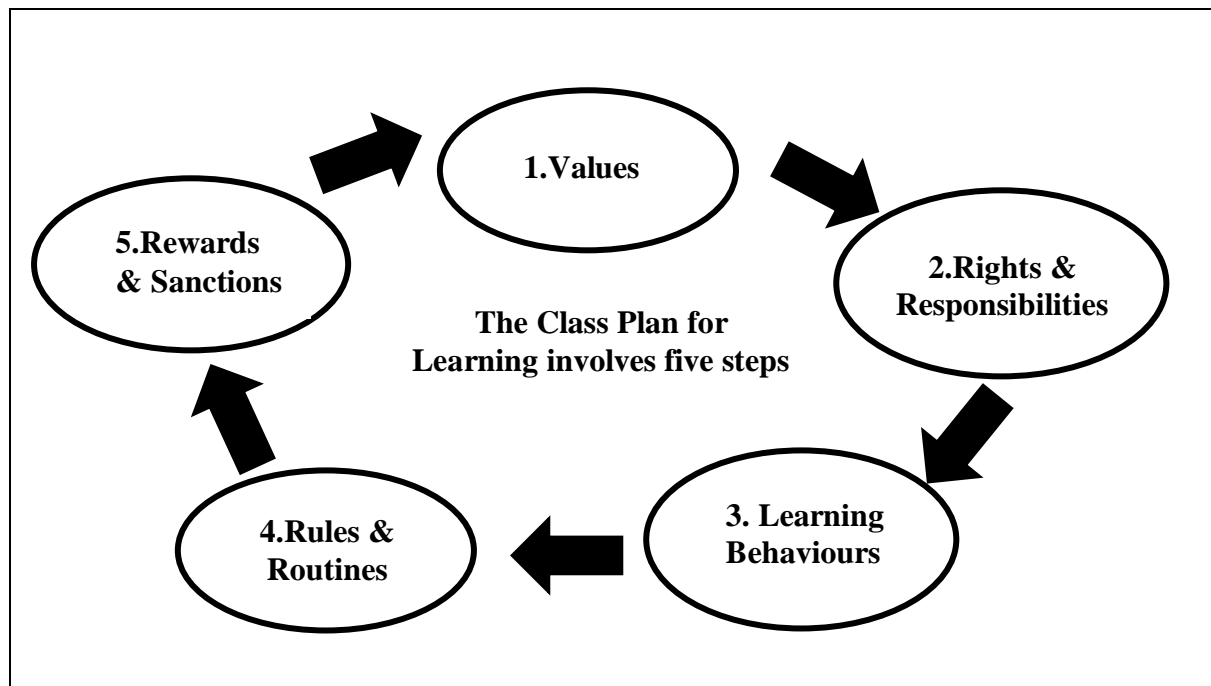
6. Rights and Responsibilities

<p style="text-align: center;"><u>Pupils' Rights</u></p> <ul style="list-style-type: none"> • To learn • To be safe (emotional and physical wellbeing) • To be consulted and have their views and opinions valued • To have barriers to learning identified and where possible, reduced • To be involved in the decision-making processes which affect them • To be treated with respect and fairness 	<p style="text-align: center;"><u>Staff Rights</u></p> <ul style="list-style-type: none"> • To teach • To be safe • To be consulted and have their views and opinions valued • To be treated with fairness and respect • To access personal and professional development 	<p style="text-align: center;"><u>Parent/Carers' Rights</u></p> <ul style="list-style-type: none"> • To have their children taught in a safe and secure environment • To be kept informed • To be treated with fairness and respect • To be consulted • To have opportunities to be involved in the life of the school
<p style="text-align: center;"><u>Pupils' Responsibilities</u></p> <ul style="list-style-type: none"> • To actively participate and engage in the learning process • To behave in ways which enable everyone else to learn • To treat others with respect and fairness • To value the opinions and views of others • To take responsibility for the choices they make 	<p style="text-align: center;"><u>Staff Responsibilities</u></p> <ul style="list-style-type: none"> • To create and maintain an effective learning and teaching environment for all • To track, monitor and assess progress • To acknowledge and celebrate success • To provide appropriate support where barriers to learning are identified • To communicate effectively with all members of the school community • To be a positive role model for pupils 	<p style="text-align: center;"><u>Parent/Carers' Responsibilities</u></p> <ul style="list-style-type: none"> • To ensure that their children attend school and are prepared for school • To keep the school informed of any factors that may affect their child's progress or wellbeing • To participate and engage in the life of the school • To treat all members of the school community with respect and fairness • To set an example of behaviour and conduct • To be a positive role model for pupils

7. The Class Plan for Learning

To create an environment that enables everyone to learn, aspire and achieve, staff and pupils will work together to create a shared *Class Plan for Learning* which is age appropriate and focuses on developing effective behaviours for learning.

This is a five-step plan, as set out below:



Staff and pupils work together to discuss and agree:

Stage One: The kind of classroom they want to work in and the values which will promote a positive learning environment.

Stage Two: Their rights and responsibilities e.g. to learn, to be safe, to have a voice, acknowledging the rights and responsibilities of all members of our school community.

Stage Three: The key behaviours needed for effective learning e.g. staying on task, following instructions, listening.

Stage Four: The class rules needed to protect everyone's right to learn e.g. Bring the right equipment to school, listen when someone is speaking.

Stage Five: The class rewards for choosing to maintain the learning behaviours e.g. thumbs up, sticker, and the class sanctions for choosing not to maintain the learning behaviours e.g. thumbs down, a disapproving look.

8. Rewards and Sanctions

A reward or sanction is the result of the choices we make!

In St. Mary's on the Hill, we value the role of rewards in motivating pupils to learn and achieve in our school. Rewards are agreed with pupils and include (in no particular order):

- ✓ Non- verbal praise e.g a smile, a look of approval, thumbs up
- ✓ Verbal praise
- ✓ Stars
- ✓ Stamps
- ✓ Stickers
- ✓ Certificates
- ✓ Small prizes
- ✓ Award in line with the class system e.g. Golden Time, Dojo points
- ✓ Homework pass
- ✓ Displaying of work
- ✓ Pupil of the Month
- ✓ Referral to another teacher/principal
- ✓ Message sent home
- ✓ Inclusion in newsletter
- ✓ Photographs publicly displayed
- ✓ Celebration in assembly
- ✓ Prize Draw
- ✓ Ambassador Badge

N. B. This is not an exhaustive list.

Similarly, we use sanctions to help pupils make better choices. Sanctions are applied individually and based on the agreed consequences in the Class Plan for Learning. We view sanctions as deterrents rather than punishments. Fair and proportionate application of sanctions supports our restorative practice which encourages pupils to reflect *e.g. How can this be put right? What different choice could you make next time?*

Sanctions are agreed with pupils and include (in no particular order):

- ✗ A disapproving look
- ✗ Quick verbal reminder
- ✗ Targeted, specific verbal reminder
- ✗ Withdrawal of privilege e.g. Golden Time, outdoor play
- ✗ Written work
- ✗ Letter of apology
- ✗ Move to 'concentration station' within classroom
- ✗ Letter of apology
- ✗ Reflection sheet (collaborative)
- ✗ Supervised withdrawal from class
- ✗ Phone call/letter home
- ✗ Home-school communication book
- ✗ Notes in behaviour book
- ✗ Formal meeting with parents/carers
- ✗ Removal of reward in line with the class system e.g. Golden Time, Dojo points
- ✗ Referral to a member of the Senior Leadership Team
- ✗ Referral to Principal
- ✗ Suspension
- ✗ Expulsion

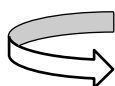
N. B This is not an exhaustive list

9. Restorative Practice

All staff are responsible for the behaviour of the pupils in their care.

In order to build and maintain positive relationships and self-esteem, staff will:

- a) Acknowledge and consistently affirm positive behaviours.
- b) Use restorative practice to resolve situations and enable pupils to take responsibility for their behavior.



What choice did you make?

How can you put things right?

What choice would you make next time?

10. Line of Referral

- Classroom assistants and supervisory staff can deal with minor behavioural issues and will inform the class teacher.
- If behaviour is extreme or persistent, the teacher will make a written record and inform the Principal.
- Parents may be informed at any of the above stages.
- Parents will be informed if a serious incident occurs.
- Support from external agencies may be requested and a referral made.
- Suspension and/or exclusion will be dealt with in line with the CCMS scheme for the Suspension and Expulsion of Pupils (2002).

11. Policy Consultation Process

Consultation involved:

- Members of our school community in completing audits/surveys
- In-service training and facilitated consultation for governors, teachers and non-teaching staff
- Pupil participation in the development of *Class Plans for Learning*, self-assessment of school behaviour targets and in the work of our School Council.

12. Report to the Board of Governors

An annual report will be presented to the Board of Governors, both to monitor the targets and outcomes, and to inform their consideration of the effectiveness of their role in promoting positive behaviour and pupil welfare.

13. Policy Review

This policy will be reviewed annually.

Date: November 2020

Review Date: November 2021



OUR SCHOOL RULES

OUR WORK RULES:

- We always try our best
- We are good listeners
- We are ready to learn
- We work well with others
- We ask for help when we need it

OUR MOVEMENT RULES:

- We line up quietly
- We walk safely in and around our school
- We enter classrooms politely

OUR BEHAVIOUR RULES:

- We respect and care for each other
- We respect and care for our school
- We show good manners
- We play safely and fairly

REASONABLE FORCE/ SAFE HANDLING

To reduce the need for any form of physical intervention, except in emergency situations, our staff actively implement a range of positive and restorative strategies. However, should a need arise for physical intervention, staff will follow procedures as set out in *Regional Policy Framework on the use of Reasonable Force/Safe Handling*, DENI, May 2004.

See extracts below:

“The working definition of ‘reasonable force’ is the minimum force necessary to prevent a pupil from physically harming him/herself or others or seriously damaging property, but used in a manner which attempts to preserve the dignity of all concerned.”

“Reasonable force/safe handling can be used by a teacher or other authorised person(s) on the school premises or when authorised elsewhere e.g. supervision of pupils in bus queues, a field trip, on other authorised out of school activities such as a sporting event or educational trip. Reasonable force should be limited to emergency situations and used only as a last resort when all other behaviour management strategies have been exhausted and where:

- Action is necessary in self-defence or because there is imminent risk of injury to another pupil or person;
- There is a developing risk of injury to another pupil or person, or significant damage to property;
- A pupil is behaving in a way that is compromising good order and discipline.”

Staff use preventative strategies to defuse and de-escalate potentially confrontational and/or aggressive situations. In specific situations such as those described below, a Risk Assessment may be required.

“A small number of pupils may exhibit disturbed or distressing behaviour which may require some form of physical intervention by staff. To minimise the risk of incidents escalating unnecessarily due to lack of foresight, planning and training, schools should carry out a risk assessment from two perspectives:

- Environmental risk assessment
- Individual risk assessment.”

SUSPENSIONS AND EXPULSIONS: SUSPENSION PROCEDURES

While staff actively work with pupils to maximise their access to learning there may be occasions when suspension and/or expulsion may be considered necessary – see extract below.

“Only the principal/or his/her representative may formally suspend a pupil;

- When all other internal interventions have been tried and failed
- A dangerous situation arises posing a significant threat to the safety of one or more persons
- For a maximum of 45 days over the school year.”

In such circumstances the Principal/or his/her representative

“shall immediately:

- Give written notification of the reasons for and the period of suspension to the parent, to the Education Authority and the chairperson of the Board of Governors;
- Invite the parent/carer of the pupil to visit the school to discuss the suspension;
- The principal shall not extend a period of suspension without the prior approval of the chairperson of the Board of Governors and shall, in every case, give written notification for the extension and the period of extension to the parent of the pupil and to the Education Authority.”

SUSPENSIONS AND EXPULSIONS: EXPULSION PROCEDURES

- A pupil may be expelled from school only after serving a period of suspension;
- A pupil may be expelled from a school only after consultation about his expulsion has taken place between the Principal, the parent of the pupil, the Chief Executive or another authorised officer of the Education Authority and the chairperson of the Board of Governors. Any neglect or refusal on the part of the parent/carer to take part in such consultations, shall not prevent a pupil being expelled from the school;
- These consultations must include consultations about the future provision of suitable education for the pupil concerned;
- A pupil may be expelled only by the expelling authority. The expelling authority is the Education Authority for controlled schools and the Board of Governors for all other grant-aided schools;
- Where a pupil is expelled from the school, the expelling authority must immediately give written notification to the parent/carer of his/her right to appeal the decision to expel the pupil, of the time limit set by the education authority for lodging the appeal and of where the appeal may be lodged.

For further details, see:

- *Pastoral Care in Schools; Promoting Positive Behaviour*, DENI, 2001
- *Suspension and Expulsion Procedures*, DENI 2004
- *Governor Guide*, DENI, August 2019

1. Complaints Procedure – At a glance

The St. Mary's on the Hill Complaints Procedure is available in full on the school website and from the school office



1.1. Time Limit

To enable complaints to be resolved, please contact the school as soon as possible. Unless there are exceptional circumstances, complaints will normally only be considered within 6 months of the date of the incident(s) about which you are complaining.

1.2. Stage One

When making a complaint, contact the school principal who will arrange for the complaint to be investigated. **If the complaint is about the principal, proceed to Stage Two.** The school requires complaints to be made in writing. Where this may present difficulties, please contact the school which will make reasonable arrangements to support you with this process.

When writing your complaint, please provide clear information and include the following:

- Your name and contact details
- What your complaint is about – please try to be specific
- What you have already done to try to resolve it and
- What you would like the school to do to resolve your complaint

The principal will normally acknowledge the complaint as soon as possible but within 10 school working days. This will be a short response and you will be sent a copy of, (or a link to) the school's complaints procedure. A final response will normally be made within 20 school working days of receipt of the complaint. This response will be issued in writing and will indicate with reasons whether the complaint has been upheld, partially upheld or not upheld. *If, for any reason, the consideration of a complaint takes longer to complete, you will be informed of revised time limits and kept updated on progress.*

These timeframes may need to be reviewed if complaints are ongoing during school holiday periods.

If you remain unhappy with the outcome at Stage One, the complaint may be progressed to Stage Two which is overseen by the board of governors.

1.3. Stage Two

If your complaint is about the principal or if the complaint is unresolved after Stage One, write to the chairperson of the board of governors, Mrs Meyer. Where this may present difficulties, please contact the school which will make reasonable arrangements to support

you with this process. The letter can be left at the school office and marked '*private and confidential*'. The chairperson will convene a committee to consider the complaint.

In the case of the complaint being about the principal, this committee will investigate the complaint.

Please provide clear information and include the following:

- Reason(s) why you disagree with the stage one findings
- Any aspect in which you think that the school's complaints procedure was not fully followed

The chairperson of the committee will normally acknowledge the complaint as soon as possible but at least within 10 school working days. A final response will normally be made within 20 school working days from date of receipt of the second letter. The response will be issued by the chairperson of the committee and will indicate, with reasons, whether the complaint has been upheld, partially upheld or not upheld.

If, for any reason, the review of a complaint takes longer to complete, complainants will be informed of revised time limits and kept updated on progress.

These timeframes may need to be reviewed if complaints are ongoing during school holiday periods.

1.4. Northern Ireland Public Services Ombudsman (NIPSO) www.nipso.org.uk

If following Stage Two you remain dissatisfied with the outcome of your complaint, you can refer the matter to the Office of the Northern Ireland Public Services Ombudsman (NIPSO).

The Ombudsman provides a free, independent and impartial service for handling complaints about schools in Northern Ireland. You have the right to complain to the Ombudsman if you feel that you have been treated unfairly or have received a poor service from a school and your complaint has not been resolved to your satisfaction.

A complaint should normally be referred to NIPSO within six months of the final response from the School. The school must advise in its concluding letter that the complaint may be referred to the NIPSO if you remain dissatisfied.

Contact details for NIPSO are provided below.

Northern Ireland Public Services Ombudsman

Office of the Northern Ireland Public Services Ombudsman
Progressive House
33 Wellington Place
Belfast
BT1 6HN

Freepost: FREEPOST NIPSO
Telephone: 02890 233821
Freephone: 0800 34 34 24
Email: nipso@nipso.org.uk
Web: www.nipso.org.uk



Addendum to the Positive Behaviour Policy (Covid-19)

- Normal behaviour rules apply, as does the system of rewards and sanctions.
- Pupils should give each other space by keeping a safe distance from each other and from staff. Adults in school will remind the children of this where necessary.
- Class bubbles will move at a social distance, independent of one another.
- Pupils will freeze and line up with their class bubble at the end of break time and lunch time play.
- Pupils should enter the school building separately.
- Pupils are to wash/sanitise their hands when entering the school building and at regular intervals throughout the school day.
- Pupils should follow the directions of the adult in charge when moving around the school. They should adhere to designated stopping points and lining up points.
- Pupils should not share stationery, food or drinks with their friends. Stationery kits should be checked and topped up as necessary.
- Behaviours such as intentionally coughing or spitting on another member of our school community will be dealt with in line with the Positive Behaviour Management policy and may result in that pupil being sent home.