



# **Kilcooley Primary School and Nursery Unit**

POSITIVE BEHAVIOUR POLICY

May 2025

*'The best interests of the child must be a top priority in all decisions and actions that affect children.'* Article 3, UNCRC

*'Every child has the right to express their views, feeling and wishes in all matters affecting them, and to have their views considered and taken seriously.'* Article 12, UNCRC

*'Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.'* Article 13, UNCRC

*'Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents/carers or anyone else who looks after them.'* Article 19, UNCRC

*'Discipline in schools must respect children's dignity and their rights.'* Article 28, UNCRC

*'Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for...their own and other cultures and the environment.'* Article 29, UNCRC

## **INTRODUCTION**

*"A climate which fosters effective learning both within class and about the school, is at the heart of the education process. Such a climate, or ethos, is best promoted through focusing on the creation and maintenance of good relationships:"*

*Pastoral Care in Schools: PROMOTING POSITIVE BEHAVIOUR, DE, 2001*

In Kilcooley Primary School, we are committed to the core values of inclusion and partnership through providing opportunities for our pupils in a nurturing and restorative environment. We aim to work with each other to build and maintain community within the school.

Kilcooley Primary School has a reputation of being a relationship led, highly inclusive school; we are proud of our diversity which creates a rich, cohesive learning environment. We encourage all our pupils to strive to achieve their full potential and we provide a wide range of pastoral, safeguarding and emotional well-being support to enable them to meet their targets.

Our school values underpin all our policies:

- **Nurture** - We support the children's social and emotional learning by understanding their developmental stages and creating a nurturing, safe and inclusive school environment for all.
- **Restorative** - We are a school that encourages positive reinforcement on personal growth and healthy relationships. We aim to repair harm where there has been conflict as well as fostering a sense of community and providing opportunities to learn and grow together.

- **Opportunity** – As a school we promote the social, emotional, physical, mental and cognitive growth of our children by providing opportunities to build resilience and independence in order to learn and thrive.

We work restoratively to secure positive relationships with our pupils so that they are able to enjoy the positive learning environment that we provide.

## **OUR SCHOOL VISION**

We are a nurturing school that provides **every** child with opportunities to **grow**, **learn** and **thrive**.

## **OUR MISSION**

To be a welcoming, safe, happy and caring school where everyone will be accepted and valued and where children are given the opportunity to grow and learn.

(See Appendix 1)

## **RATIONALE**

*'Behaviour in school is inseparable from academic achievement, safety, welfare and wellbeing, and all other aspects of learning. It is the key to all other aims and, therefore, crucial.'*  
(Bennet, 2017)

A focus of our whole staff development training in August 2024 was to establish clear procedures for handling behaviour incidences, which staff agreed to consistently and fairly apply, whilst always considering the individual needs of each member of our community, the context for the behaviour and the impact on our school environment.

We believe in maintaining a school environment where the positive ethos forms the heart of every decision we make; we advocate for a values-based learning environment where academic, personal, social and emotional development are intrinsically linked.

Positive behaviour is an essential element of our school ethos. Our school vision, mission statement and core values were collaboratively agreed through consultation with pupils, parents/carers, staff and governors in August 2024.

A collaborative approach to creating this policy ensures shared ownership and is underpinned by key legislation and mandatory guidance.

Reflecting DE 2001 guidance on 'Promoting Positive Behaviour, our Positive Behaviour Policy is based on :

- a whole school approach – a collective effort among staff to create a positive behaviour culture
- clear expectations – expected behaviours and consistency in implementation of approach to behaviour
- a supportive and inclusive environment

- preventative strategies - promoting proactive measures to prevent behavioural issues rather than just reacting to them
- staff training – ongoing professional development to equip staff with effective behaviour management strategies
- parental and community involvement – to strengthen behavioural expectations and support systems

In Kilcooley Primary School, we understand that pupils' behaviour is susceptible to influences outside the control of our school; however, we believe that positive behaviour can be encouraged in school by ensuring that there exists :

- agreed roles, rights and responsibilities
- clear lines of communication
- a consistent approach to behaviour management
- an appropriate curriculum, effective teaching methods and effective classroom management
- agreed rules, rewards and sanctions
- good relationships between :
  - staff
  - staff and pupils
  - pupils and their peers
  - parents and the school
  - the school and its community

We strive to create a climate which fosters effective learning, based on the principles of nurture and restorative practice. We are a nurturing school and this policy has been written, taking into account the six nurture principles :

- Children's learning is understood developmentally
- The classroom offers a safe base
- The importance of nurture for the development of self-esteem
- The importance of transition in children's lives
- Language is a vital means of communication
- All behaviour is communication

We recognise the need to meet the attachment and the social and emotional needs of our pupils by offering a consistent nurturing and restorative approach from reliable adults to help build resilience and appropriate coping skills. We teach positive values and skills and encourage pupils to develop a sense of self-awareness and self-discipline. The staff in our school will make every effort to model and reinforce positive behaviour, good choices and the core values of our school to promote a sense of shared responsibility.

We are a Rights Respecting School and ensure we are adhering to the statements of the UNCRC (*United Nations Convention on the Rights of the Child*). Our Positive Behaviour Policy promotes an understanding of these rights by ensuring that all students are treated with respect and dignity, allowing them to develop emotionally and socially.

## **AIMS**

- To provide a safe, happy and caring environment within our school community, where everyone is accepted and valued for who they are
- To develop a nurturing and restorative approach to understanding and supporting behaviour
- To create a calm, positive and affirming climate which promotes effective and holistic teaching and learning
- To encourage children to develop independence by accepting responsibility for their own behaviour and by promoting self-discipline and control
- To develop interpersonal skills which will foster co-operation, problem solving and conflict resolution
- To ensure consistency of standards of expected behaviour throughout the school and a consistent approach to promoting positive behaviour and wellbeing in line with our core values
- To establish a sense of community

## **DEFINITIONS**

- **Positive Behaviour**
  - *'Good behaviour keeps pupils safe, reduces stress for teachers and contributes to a welcoming and caring environment in which pupils can develop as people and both pupils and teachers can do their best work.'*  
*DE, (2001:1) Pastoral Care in Schools: Promoting Positive Behaviour*
- **Wellbeing**
  - *'Well-being is a positive state experienced by individuals and societies. It is similar to health, it is a resource for daily life and is determined by social, economic and environmental conditions. Well-being encompasses quality of life and the ability of people and societies to contribute to the world with a sense of meaning and purpose.'* We believe that a child's well-being is central to their success as a learner and advocate for a nurturing environment where everyone will play a part in supporting the wellbeing of both staff and pupils.  
*W.H.O. (2024) Promoting Wellbeing*

- **Bullying Type Behaviour**

- In the 'Addressing Bullying in School Act (Northern Ireland) 2016 Act', "bullying" includes (but is not limited to the repeated use of:

- any verbal, written or electronic communication
- any other act
- any combination of those, by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils

'Addressing Bullying in Schools Act Northern Ireland', 2016

- **Rewards & Sanctions**

A balance between rewards and sanctions is necessary (PBS, 2023). It is important that pupils realise that their good behaviour is noted and acknowledged, just as instances of challenging behaviour is responded to by using restorative practice and various sanctions as and where necessary, with the sole aim of enabling the child to understand the impact of their actions and reduce the likelihood of repeat incidences.

## **LINKS WITH OTHER POLICIES**

*"Pupil welfare embraces all aspects of school life through the pastoral care system, child protection, pupil behaviour, health and well-being, physical safety and security. Boards of Governors have a responsibility to take an active interest in all aspects of their schools' activities that promote pupil welfare."*

*Every School a Good School – The Governors' Role: A Guide for Governors, DE, 2017*

As recommended by the DENI Document, 'Pastoral Care in Schools: Promoting Positive Behaviour' (2001), our Positive Behaviour Policy should be read in line with other relevant school policies.

In order to promote the welfare and wellbeing of our pupils, our Positive Behaviour Policy actively works together with the following school policies :

- Child Protection Policy
- Addressing Bullying Behaviour Policy
- Acceptable Use of the Internet
- Pastoral Care
- Use of Reasonable Force and Safe handling
- Special Educational Needs Policy
- PDMU Policy
- Attendance Policy

## LEGISLATION AND GUIDANCE

*“As part of their pastoral care responsibilities, Boards of Governors and principals also have a common law duty of care towards their pupils, as well as a statutory responsibility for discipline and good behaviour in their school.”*

*Pastoral Care in Schools: PROMOTING POSITIVE BEHAVIOUR, DE, 2001 pg. 3*

This policy is informed and guided by key legislation and mandatory guidance, including:

- Health and Safety at Work NI Order 1978
- The Children (Northern Ireland) Order 1995
- The Human Rights Act 1998
- The Education (NI) Order, 1998
- Pastoral Care in Schools: Promoting Positive Behaviour, DE 2001
- Welfare and Protection of Pupil's Education and Libraries (NI) Order, DE 2003
- The Education (2006 NI Order) (Commencement no. 2) 2007
- The Education (School Development Plans) Regulations (NI) 2010
- Pupil Participation, DE, 2014
- Scheme for the Suspension and Expulsion of Pupils in Controlled Schools, EA, April 2015
- Special Educational Needs and Disability Act (Northern Ireland) 2016
- Addressing Bullying in Schools Act (NI) 2016
- Every School a Good School - A Policy for School Improvement, DE 2017
- Inspection & Self-Evaluation Framework, 2017
- Safeguarding and Child Protection in Schools. A Guide for Schools, DE 2017
- Safeguarding and Child Protection Guidance for Schools. DE, 2020
- Suspensions and Expulsions, DE, 2021
- Restraint and Seclusion, DE, 2021
- Promoting and Sustaining Good Behaviour in Schools, DE, 1998
- Pastoral Care in Schools – Promoting Positive Behaviour, DE, 2021
- Safeguarding Proforma Guidance Mandatory Requirements, ETI, 2023
- Take 5 Steps to Wellbeing, HSC, 2023

Links to guidance and legislation documents can be found in Appendix 7

## **EXTERNAL SUPPORT**

We are supported by outside agencies and receive training and guidance to remain informed of current legislation, practices and strategies. These agencies include :

- The Education Authority
- Special Education (SARS)
- Primary Behaviour Support and Provisions (PBSP)
- Statutory Annual Review service (SARS)
- RISE NI
- Educational Psychology Service (EPS)
- Education Welfare Service (EWS)
- Imagine If Counselling
- CAMHS
- EA High 5 Team
- Autism Advisory service (AAIS)
- SSST
- HSCT

## **SEND GUIDANCE**

*“There is sometimes a perception within schools that barriers to learning need to be ‘fixed’ (usually with additional support) to ensure that the child can ‘fit’ in with a school’s way of working. Many educationalists are now coming to realise it is the school’s duty to ensure that the child is supported and makes the necessary progress.”*

*Every School a Good School - A Policy for School Improvement 2009*

Pupils with additional needs, (such as ADHD, ASD, SEBD), may be placed on the school’s Special Education Needs’ Code of Practice. The aim of placing a child on the SEN Code of Practice is to lead to modification of behaviour or to support the child in understanding and coping with their additional needs. We believe in understanding the context for behaviour before reacting and aim to support every child in our school. It is paramount that our staff understand that not all pupils can be treated in the same way. Some pupils may require reasonable adjustment, including :

- movement breaks
- use of sensory equipment
- time in Sensory Room
- additional learning support
- emotional literacy support
- access to other services

## **REMOVING AND REDUCING INDIVIDUAL BARRIERS TO LEARNING**

*“Effective interventions and support are in place to meet the additional education and other needs of pupils and to help them overcome barriers to learning.”*

*Every School a Good School – A Policy for School Improvement 2009*

We maintain close working links between our Positive Behaviour Policy and SEN Policy to ensure that early intervention takes place when a pupil's behaviour is acting as a barrier to the learning. School staff work closely together, and with appropriate outside agencies, to support the care and welfare of pupils.

We strive to reduce barriers to learning by :

- working collaboratively with the pupil to choose a 'target behaviour' and agree success criteria
- choose strategies to support the pupil to meet the target
- actively teach and model desired learning behaviours
- acknowledge, approve and affirm the desired learning behaviours
- track, monitor and review progress with the pupil
- celebrate success together

Using the stages of the SEN Code of Practice, individual needs are identified and met, through interventions such as :

- Personal Learning Plans
  - Pupil Passports (appendix 3)
  - Behaviour and Wellbeing Plans
  - Calm Plans (appendix 4)
  - Risk Assessments/Risk Reduction Action Plans (appendix 6)
  - Post-incident de-briefing and use of restorative practices
- (Positive Behaviour Policy Framework', Education Authority 2023)*

## **DUTIES**

*The role of the Board of Governors is to promote equality, good relations and diversity and to comply with education and employment legislation and anti-discrimination, human rights and equality legislation that affect its statutory duties in relation to school.”*

*Every School a Good School, DE, 2017*

*“School leaders have the primary responsibility for ensuring that their school's ethos, the expectations it has for its pupils; its pastoral care arrangements; and its teaching and curricular provision support and motivate the pupils and provide them with opportunities to succeed.”*

*Every School a Good School, DE, 2017*

### **The Board of Governors will :**

- ensure that good behaviour and discipline policies are pursued at school
- make and keep under review a written statement of general principles about pupil behaviour and discipline
- consult with the principal and parents before making its statement of general principles
- consider guidance from DE, and EA (as appropriate)
- decide and set out what aspects of discipline/behaviour should be a matter for the principal
- safeguard and promote the welfare of all pupils
- require the prevention of bullying is specifically addressed
- ensure that the school has a scheme for the suspension and expulsion of pupils in accordance with legal requirements

### **The Principal will :**

- determine measures which the school will take to:
  - promote self-discipline and respect for authority amongst pupils
  - encourage good behaviour and respect for others
  - secure an acceptable standard of behaviour amongst pupils
- act in accordance with the Board of Governors statement of general principles and any guidance given by them
- prepare a written statement of these measures and give a copy to parents/carers
- ensure a copy of the Positive Behaviour Policy is available from the school office

### **CONTINUED PROFESSIONAL DEVELOPMENT**

*"It is also recognised that it will be necessary to provide appropriate continued professional development (CPD) of teachers in order to further develop teachers' skills and strategies for meeting the diversity of needs within their classes and, most importantly, sharpening the focus on the progress and outcomes made by all children."*

*Every School a Good School - A Policy for School Improvement 2009*

Guidance is regularly sought and provided from the Education Authority through dissemination of research-informed training and professional development. Internal arrangements are made for good practice to be identified and shared among staff. We take responsibility for identifying training needs (e.g. through PRSD/EPD) and ensure that these are communicated to staff. Opportunities for CPD are identified through the EA Regional Training Calendar or through consultation with other external

providers. The necessary resources in terms of time, expertise and materials are made available.

Restorative Practice training was sourced based on staff feedback in 2023 and training was provided for all staff by Alternatives. Our Wellbeing Co-ordinator attended restorative practice training in Carr Manor Community School in 2023 and disseminated information to staff in August 2024.

Positive Behaviour training was delivered by the Principal in August 2024, during which all members of staff had the opportunity to engage in discussion and have input into our Positive Behaviour Policy.

Sharing of good practice is a regular focus of our staff meetings and the Principal regularly shares information regarding relevant CPD opportunities.

## **RIGHTS AND RESPONSIBILITIES**

In order to achieve our goals of achieving high standards of respect and self-discipline, it is necessary to clarify the rights and responsibilities of all in our school community.

### **Every member of the school community has a right to :**

- be valued as members of the school community
- be treated fairly, consistently and with respect
- be consulted about matters that affect them and have their views listened to and, as far as is reasonable, acted upon
- have a voice and be responded to
- reasonable access to the school and to have their enquiries and concerns dealt with sympathetically and efficiently
- be in a pleasant, well managed and safe environment (emotionally and physically)

### **Every member of the school community has a responsibility to :**

- be punctual, prepared and suitably equipped
- respect the views, rights and property of others
- work co-operatively with the other members of the school community
- contribute to and adhere to the school's underpinning values and principles

### **Pupils have a right to :**

- get help when they seek it; whether with work, negative behaviour or other personal issues
- have a sympathetic audience for their ideas and concerns
- make mistakes and learn from them
- work and play within clearly defined and agreed boundaries

- receive an appropriately planned and resourced curriculum and to have any additional needs identified and met
- be acknowledged for effort and achievement
- have opportunities to pursue and develop interests, talents and abilities
- experience a nurturing and restorative approach from staff

**Pupils have a responsibility to :**

- make good choices
- behave safely and appropriately both in and out of class
- try their best in all activities
- conform to the conventions of positive behaviour and abide by class charters and school code of conduct
- accept ownership for their own behaviour and learning

**Parents/Carers have a right to :**

- a safe, caring, well-managed and stimulating environment for their child's education.
- be well informed about their child's academic progress and emotional wellbeing
- be well informed about the school's rules, routines and procedures
- a broad, balanced and appropriate curriculum for their child
- be involved in key decisions regarding their child's education
- be involved in consultation regarding our school policies and procedures.

**Parents/Carers have a responsibility to :**

- ensure their child attends school regularly, arrives on time and suitably equipped for the day ahead
- uphold the core values of our school, particularly when engaging in school events or when communicating with staff or other members of our school community
- work in partnership with school staff to ensure their child is able to achieve to the best of their ability
- act as positive role models for their child in their relationship with school
- attend planned meetings with teachers and support school policies
- provide school with any background information which may affect their child's ability to perform well at school

The governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents/carers towards staff will not be tolerated. If a parent/carer does not conduct themselves appropriately, the school may choose to restrict their access to the premises.

**All staff have a right to :**

- express their views and contribute to policies which they are required to reflect in their work
- a suitable career structure and opportunities for professional development
- support and advice from senior colleagues and external bodies
- adequate and appropriate accommodation and resources

**All Staff have a responsibility to :**

- ensure the safety and welfare of pupils in their care
- behave in a professional manner at all times
- promote positive behaviour
- show interest and enthusiasm in teaching and learning
- ensure lessons are well prepared, making use of available resources
- listen to pupils, value their contributions and respect their views
- be nurturing and alert to pupils' individual needs
- expect high standards and acknowledge effort and achievement

**Teaching Staff have a responsibility to :**

- ensure lessons are well prepared, making use of available resources
- identify and seek to meet pupils' special educational needs through the SEN Code of Practice
- work co-operatively with pupils to overcome barriers to learning
- support, praise and, as appropriate, reward pupils' good behaviour
- apply sanctions fairly, consistently, proportionately and reasonably, taking account of individuals and circumstances
- share with parents any concerns about their child's progress and development

**Understanding and Promoting Positive Behaviour**

*"A climate which fosters effective learning both within class and about the school, is at the heart of the education process. Such a climate, or ethos, is best promoted through focusing on the creation and maintenance of good relationships:"*

*Pastoral Care in Schools: Promoting Positive Behaviour, DE, 2001*

*"All should be aware of the need to create a climate in which positive behaviour is encouraged and commended, and in which the pupils feel secure and equally valued."*

*Pastoral Care in Schools: Promoting Positive Behaviour, DE, 2001*

Positive behaviour is not merely something that happens. It must be taught, nurtured, affirmed and promoted in a school.

In Kilcooley Primary School, we aim not only to develop children's academic ability, but also to build a readiness inside each child to take on their future after primary school. This requires the development of social skills, self-esteem and a positive attitude to work and learning as well as building and restoring relationships.

We operate a consistent approach to promoting positive behaviour through the outworking and embedding of our core values, the teaching of the good choices and the use of nurturing and restorative practices. All strategies, rewards and sanctions will be age-appropriate, SEN-sensitive and reflective of pupils' needs.

### **EXPECTATIONS OF STAFF**

*"A culture of achievement, improvement and ambition exists – with clear expectations that all pupils can and will achieve to the very best of their ability."*

*Every School a Good School – A Policy for School Improvement 2009*

- All staff will set an example in their own behaviour and, in doing so, adhere to the school's staff and volunteers' Code of Conduct and core values
- Staff will establish clear expectations at the start of the year with class charters and the teaching and modelling of good choices and core values
- Staff will regularly teach and refer to whole school ethos, expectations, rewards and sanctions
- All staff will set and have high expectations for good behaviour
- Staff will promote learning for all pupils and create enjoyable learning opportunities.

### **COLLECTIVE CARE**

In Kilcooley Primary School, we place importance on promoting wellbeing within our school community. We offer support to those in need, celebrate diversity and ensure that everyone feels valued and included.

### **PUPIL WELLBEING**

This is always a priority in our school.

We are an accredited 'Take 5 School' and we actively promote the 5 steps to improve wellbeing (*Take 5 Steps to Wellbeing, HSC, 2023*). We focus on this through a range of activities both in and out of the classroom, including :

- Kilcooley Connect Programme
- High 5 Fridays
- PDMU curriculum
- PE curriculum
- Pupil Voice Council

## **STAFF WELLBEING**

The wellbeing of our staff is important to us. We provide regular opportunities for staff development and we organise staff wellbeing events. Members of the Wellbeing Team organise a range of events throughout the year, striving to take into account individual interests of staff.

## **COMMUNITY WELLBEING**

*"the governors/governance group communicate widely the vision, ethos and strategic direction of the school and ensure strong links between the school and its wider community."* ISEF

*Governors/Preschool/Primary/Postprimary/EOTAS/Special Schools ETI, 2017*

We value the wellbeing of every member of our school community and welcome opportunities to support parents/carers and families by offering advice and guidance to external support agencies. We are part of the 'Safer Schools' community and our Learning Engagement Officer works closely alongside families when additional support is needed. Our PTA strives to establish links between school and families and organise events to bring the school community together.

## **WORKING WITH PARENTS**

*"Parents/carers need to be involved, in partnership with the school, in securing and maintaining their children's good behaviour in school, although they will not, of course, expect to be informed about every trivial misdemeanour."*

*DE (2001) Pastoral Care in Schools: Promoting Positive Behaviour*

In Kilcooley Primary School, we place importance on developing positive links with parents/carers. We acknowledge the formative influence of parents/carers on their children's behaviour and we seek to engage their support in promoting good behaviour.

Sharing information with parents/carers after a behaviour incident is often a key element of reviewing the context to the situation. We will inform parents/carers of behavioural incidents if deemed significant, but not after every misdemeanour. We may also discuss behaviour-related concerns at parent/teacher consultations. It is vital to develop a collaborative and trusting partnership between the school and the parent/carer to maintain consistency in approach.

Often the staff and the parent/carer will be able to understand the behaviours more explicitly through the sharing of information and context and can, therefore, support the child more effectively.

Parents/carers can support the school in promoting positive behaviour by:

- informing the school if there are changes in the family home which might affect a child's behaviour in school

- discussing concerns about major behaviour changes involving their child with the class teacher
- informing the school of any additional needs, medical diagnosis that may affect the pupil's behaviour
- contacting the school if there are concerns about something that has happened
- endeavouring to have a collaborative approach between the school and home in relation to promoting positive behaviour
- attending parent/carer consultations

### **WORKING WITH OUR LOCAL COMMUNITY**

*"...the governors...communicate widely the vision, ethos and strategic direction of the school and ensure strong links between the school and its wider community."*

*ISEF Governors/Preschool/Primary/Post primary/EOTAS/Special Schools ETI, 2017*

At Kilcooley Primary School, we participate in a range of programmes and initiatives which allow us to develop strong links with our local community. These programmes include :

- Shared Education Programme with Clifton School
- Collaborative projects with Ballywalter PS, Bloomfield PS, Clandeboye PS, Elmgrove PS, St Malachy's and West Winds PS
- North Down cluster groups
- Bangor Alternatives
- North Down Cycle Programme
- Neighbourhood Renewal Partnership
- Assembly visits from members of local churches
- RE lessons delivered to P6 and P7 from West Church, Kilcooley
- Visits from Community Police
- Extended Schools' Programme
- Transition Programme with Bangor Academy

We also share practice with external agencies and working groups to continuously monitor our own behaviour and wellbeing strategies and support other schools.

### **BEHAVIOURAL EXPECTATIONS**

*"A climate which fosters effective learning both within class and about the school, is at the heart of the education process. Such a climate, or ethos, is best promoted through focusing on the creation and maintenance of good relationships:"*

*Pastoral Care in Schools: PROMOTING POSITIVE BEHAVIOUR, DE, 2001*

### **CODE OF CONDUCT FOR PUPILS**

*"The most effective school rules are short, personalised, expressed in positive terms, easily monitored and a result of whole-school consultation and debate."*

*Pastoral Care in Schools: PROMOTING POSITIVE BEHAVIOUR, DE, 2001*

Pupils should not perceive the school rules as limitations on their freedom, but rather as guidelines for keeping the whole school community and environment safe, for fostering tolerance and respect for others and for developing their own self-discipline.

The following section may help to develop understanding of what is classified as 'positive behaviour' in Kilcooley Primary School.

### **Desirable Behaviours**

- Adhering to the core values of our school
- Treating others fairly and with respect
- Helping each other
- Admitting mistakes
- Being a good listener
- Following instructions
- Working hard and always doing your best
- Participating in all activities
- Respecting others' views and opinions.
- Showing an awareness of safety for self and others
- Using equipment safely on our school grounds
- Including others
- Respecting the environment
- Keeping our school tidy and respecting school property
- Playing fairly
- Respecting everyone's rights
- Co-operating with staff and peers
- Saying 'Please' and 'Thank You'
- Being friendly, kind and considerate
- Being honest and trustworthy
- Being trustworthy and honest
- Being responsible

At the beginning of the school year, teachers and pupils will discuss and agree upon a class charter, which will be displayed in the classroom. Class rewards and sanctions are also discussed and agreed upon collaboratively between teacher and pupils. These are then followed consistently throughout the school year, taking into account any reasonable adjustments required for pupils with additional needs.

### **GUIDANCE FOR CREATING A POSITIVE LEARNING ENVIRONMENT**

*"All should be aware of the need to create a climate in which positive behaviour is encouraged and commended, and in which the pupils feel secure and equally valued."*

*Pastoral Care in Schools: PROMOTING POSITIVE BEHAVIOUR, DE, 2001*

Our approach to promoting positive behaviour includes :

- Maintaining a positive attitude
- Giving praise and affirmation in the right context
- Demonstrating an interest in each child and cultivating strong relationships
- Showing concern and understanding towards pupils
- Respecting pupils, promoting pupil voice and valuing their opinions
- Empathising with others
- Avoiding blame and shame; supporting behaviour with compassion and understanding
- Creating a positive learning environment
- Reflecting on the behavioural act not the child
- Building positive relationships
- Getting to know the pupils individually
- Seeking to create a supportive culture of acceptance within the classroom
- Cultivating a calm classroom where pupils are prepared for learning
- Creating a learning environment where there are high expectations for positive behaviour
- Enhancing pupils' self-esteem
- Fostering pupils' self-respect and respect for others
- Agreeing on key behaviours to improve learning
- Developing pupils' interpersonal skills and their ability to work co-operatively to resolve problems and potential conflict
- Encouraging pupils' independence by accepting the need to take responsibility for their own behaviour
- Working to improve peer group relationships within the classroom
- Defusing situations in a low-key manner before they escalate
- Encouraging the active support of parents/carers

### **AFFIRMING AND REWARDING POSITIVE BEHAVIOUR**

*"While rules and procedures protect rights and define responsibilities, rewards and sanctions are necessary to encourage and maintain the rules in class and throughout the school. A healthy balance needs to be struck between rewards and sanctions, and both should be clearly specified."*

*Pastoral Care in Schools: Promoting Positive Behaviour, DE 2001*

Rather than managing unacceptable behaviour retrospectively, our aim is to pre-empt behaviour by actively teaching pupils the impact of behaviour, understanding the trigger for behaviour and developing strategies to regulate emotions. We promote the rewarding of positive behaviour.

All staff will follow the agreed strategies to promote positive behaviour in Kilcooley Primary School:

- Highlight and praise the child/children making the right choice

- Separate the behaviour from the child; identify the unacceptable behaviour
- Teacher will bear in mind that all behaviour is a form of communication
- Try to resolve conflicts promptly; monitor any potential prolonged resentments using restorative practice
- Empathise with pupils, listen to all sides - give them dedicated time and attention, show concern, be fair, flexible and consistent

We believe that using a positive system of rewards will increase children's self-esteem and help them to achieve their full potential.

Encouragement can be given in many ways. Reward systems are developed in consultation with pupils and can be on whole school, key stage, class or individual basis.

We also deliver a preventative curriculum which develops respect and empathy for others and develops an understanding of positive behaviour. This is specifically addressed during RE and PDMU lessons; however, it is also integral within the whole curriculum and ethos of our school, promoting the core school vision and values.

Positive praise and rewards are much more common in Kilcooley Primary School than any sanction.

Rewards and incentives help shape, establish and maintain positive behaviour in our school and are understood by all staff, pupils and parents.

#### **Effective rewards should:**

- provide incentive for the behaviour to be repeated
- include a range of individual/whole class and intrinsic/extrinsic motivators
- promote self-esteem and confidence
- motivate pupils to achieve
- encourage pupils to take responsibility for themselves and for others as well as property
- be appropriate to meet individual needs

#### **Rewards can include :**

- Positive verbal or written comment
- Positive behaviour chart in class
- J2 Stars
- Pupil of the day/week
- Table points
- Celebration of success (curricular and extra-curricular) during weekly assembly
- Celebration of work on display boards
- Celebration of success on school social media accounts
- Visit to Mrs. Brown or another member of staff for praise

- Peer praise
- Jobs and responsibilities
- Seesaw message or telephone call to parent/carer

### **SUPPORTING BEHAVIOUR – PRE-EMPTIVE AND REFLECTIVE PRACTICE**

Behaviour is supported by the class teacher in the first instance. Cases of more serious misbehaviour will be referred to the Principal, Vice-Principal or SENCO. If a pupil's behaviour is considered serious enough, parents/carers will be informed and, if appropriate, invited to attend an interview in school to discuss the matter.

Should children persistently breach the Code of Conduct or core values, then follow up procedures will take place. The severity of the behaviour, the context for the behaviour and any reasonable adjustments for each child will be taken into account before any action is taken.

It is important that all children understand the Code of Conduct and core values to promote positive behaviour across the school.

In order to prevent certain behavioural incidences, we encourage the active teaching and learning of the impact of choices.

Expectations of classroom behaviour will be defined at the start of the year and regularly revisited during PDMU/Circle Time sessions in order to remind the children what is expected of them.

It is important that staff create a calm environment where pupils are encouraged to recognise their emotions. For pupils with behavioural difficulties, a Calm Plan may be put in place in order to help pupils to recognise their emotional 'levels'. We place value on supporting pupils in regulating their levels of tension in order to create a calm classroom environment where pupils are ready for learning. Staff will endeavour to de-escalate each behavioural incident rather than act too early, before fully understanding.

### **TRAUMA-INFORMED PRACTICE**

In Kilcooley Primary School, we understand that pupils come from different backgrounds, with different past experiences. Staff in our school are trained in understanding the impact of adverse childhood experiences on behaviour.

Some children communicate their needs through socially unacceptable behaviour, others by withdrawing. Following nurture principles and trauma informed practice is critical in supporting the social, behavioural and emotional development of every child, regardless of their age, stage of development or underlying factors. Staff will implement respectful, nurturing and supportive strategies that build relationships and help children develop the necessary coping skills to thrive in school and beyond.

Our responses are informed by Trauma Informed Practice research and include the 4 Rs :

- We REALISE the impact Adverse Childhood Experiences and trauma can have

- We RECOGNISE that pupils, their families and our staff may have experienced adversity. The behaviours we see may be due to experiencing stress or past ACEs.
- We RESPOND in a trauma-informed, consistent and nurturing way. We aim to support the wellbeing of all members of our community by actively fostering a sense of belonging.
  - Staff should inform the Principal, Designated Teacher or SENCO if they believe that pupils are communicating unmet needs through their behaviours
- We RECORD inappropriate or unacceptable behaviour in writing or on CPOMS.

### **RESTORATIVE PRACTICE**

We believe children should be given opportunities to work restoratively and be openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour.

Working restoratively is a whole school approach that places building, maintaining and repairing relationships at the centre. It involves creating a culture of challenge and support throughout our school community.

Restorative practice ensures that every voice in school is heard. It encourages pupils and staff to treat others with respect and to understand why relationships are important.

Our restorative approach helps pupils:

- understand how their actions can affect others
- develop positive characteristics they can use in and out of school
- understand themselves and each other better
- learn why it's important to see another person's point of view
- see that we all learn through making mistakes as well as through being successful
- learn how to move through conflict creatively
- repair relationships with pupils and staff following an incidence of poor behaviour or relationship breakdown
- restore working practices after resolving relationships

We believe in a holistic approach to supporting and managing behaviour.

We intrinsically teach pupils the value of positive behaviour and the impact of negative behaviour on themselves and others. We also place value on the affirmation of positive behaviour through encouragement and reward.

### **PUPIL VOICE**

In Kilcooley Primary school, we believe that pupil voice is of paramount importance and staff value the views and thoughts of the child.

Our Pupil Voice Council was established in 2024 and consists of representatives from P4-P7 who work collaboratively with the younger pupils. We believe in shared decision making between pupils and adults and this is reflected in our thematic approach to World Around Us. Pupils have the opportunity to discuss and decide class rewards for reaching their J2 Stars target.

We promote the opportunity for pupils to resolve conflicts in a restorative manner. This may involve the supervision of an adult to direct the conversation with the aim of encouraging all pupils to have their voice heard, whilst also enabling pupils to understand each other. We also have a team of P7 pupils who are 'Restorative Practice Buddies' for children in the Foundation key stage.

Strategies we use for capturing pupil voice include, but are not restricted to :

- group and class discussion
- Pupil Voice Council
- ECO Committee
- Restorative Practice Buddies
- Circle Time
- Whole school surveys
- PATHS/PASS programmes
- Focus groups
- Self evaluation of learning
- Pupil led areas of focus in World Around Us curriculum

### **SUPPORT AND INTERVENTIONS**

Support will be provided to staff on request from the senior leadership team and the Wellbeing team.

Support will also be provided to pupils by the class teacher following behaviour incidents, or in more significant incidences, by the Principal or Designated Teacher.

### **FURTHER MEASURES AND SANCTIONS**

There may be incidences where, despite exhausting reasonable and purposeful measures for promoting positive behaviour, a pupil continues to demonstrate undesirable behaviour. If the class teacher believes that all in-class support, pre-emptive and reflective measures have been exhausted, other measures may be necessary. This may include requesting additional support from the Principal, Vice Principal, SENCO or Wellbeing Co-ordinator. If the school exhausts all in-house support, it may be appropriate to request further support from outside agencies.

The School reserves the right to adopt various sanctions as and where necessary, with the sole aim of enabling the child to understand the impact of their actions and reduce the likelihood of repeat incidences.

## **SANCTIONS**

*“Sanctions...provide pupils with the security of clearly defined boundaries and, in doing so, they encourage appropriate and acceptable behaviour. It is important to ensure that pupils are fully aware of the conditions that will lead, in all likelihood, to the imposition of sanctions.”*

*Pastoral Care in Schools : Promoting Positive Behaviour, DE (2001)*

### **The SEN Code of Practice Sanctions is a support mechanism and must never be included in a list of sanctions.**

In Kilcooley Primary School, we believe that sanctions should :

- focus upon achieving behavioural change
- restorative
- take into account the age and degree of maturity of the pupil, any additional needs or other relevant circumstances
- be applied as soon as possible in a calm, measured manner
- be proportionate and staff should always separate the behaviour from the child
- not be applied to whole classes or groups of children
- not degrade pupils or cause them public or private humiliation
- not involve physical force

### **We promote the use of :**

- verbal reminders of appropriate behaviour
- restorative circles
- Thinking Tree
- Reflect and reset (appendix 2)
- Pupil Passport ( appendix 3)
- Calm plans (appendix 4)
- Solution Choice Board (appendix 5)

### **Minor Sanctions may include :**

- a quiet word or look from an adult will often prevent the situation from escalating
- a reminder of behaviour expectations
- a private conversation between the pupil and a different member of staff relating to the behaviour.

### **Moderate Sanctions may include :**

- movement to a different location for a short period of time with adult supervision
- conversation with parent/carer
- referral to Principal, Vice Principal or SENCO

### **Further Supportive Strategies may include :**

- Risk Assessment for pupil behaviour considering the needs of the pupil
- Behaviour and Wellbeing Plans
- Pupil Passports
- PLPs
- Statement of Special Educational Needs
- Referral to external agencies
- Multidisciplinary behaviour meetings.

### **BULLYING BEHAVIOUR**

Bullying behaviour, of any kind, is completely unacceptable within our school community.

We use a range of measures to prevent bullying within the school community. Diversity is celebrated to create a harmonious environment. We encourage pupils to be responsible for reporting any incidents of concerning behaviour or bullying to our staff in order that we might have opportunity to address the concern and support the pupils involved. Pupils are aware of the support available to them from the Designated Teacher, class teacher, classroom assistants and school counsellor.

Bullying can take many forms, including physical assault, social bullying, threatening behaviour, name calling, cyber bullying and sexualised bullying. Any form of bullying, which includes derogatory remarks or harassment, actions which humiliate, intimidate, frighten or demean someone are not acceptable and will be taken seriously. They will be investigated, recorded on CPOMS and addressed on an individual basis. A restorative approach will be adopted when addressing these concerns.

Should a pupil fail to respond to interventions to promote a return to positive behaviour, the Principal will consider appropriate referral to other external support professionals and agencies for additional advice, assessment or support and she will advise the Board of Governors of the ongoing situation. In the case of serious behavioural incidents, which may include, persistent misbehaviour, verbal and physical aggression, bullying behaviour (including online) and vandalism, the following procedures will be implemented :

- Referral of behavioural concern to Designated Teacher, Principal or SENCO to review the current support for the child and to identify any further supports that can be put in place to meet the needs of the child so they can communicate their needs appropriately
- Risk assessment and risk management planning
- Parents/carers will be contacted to discuss concerns
- An intervention plan, that aims to nurture and support the child, will be put in place

- Referral to other services, including Behaviour Support Team or Educational Psychology, may be appropriate. They will advise the school and may assess the pupil
- Individual support may be required and a Behaviour PLP prepared with the child

In the case of very serious misconduct, parents/carers will be informed and, if considered appropriate, a formal meeting will be arranged. A record will be made of the outcomes of the meeting, which may include the following :

- **Daily Report**
  - A report card where the child's teacher or the Principal comments on the child's behaviour. This report card is signed by the parent each day. Pupils are normally placed on a report card for a period of five school days. After five days, the pupil's behaviour will be reviewed with the aim that the report card is removed.
- **Withdrawal from the classroom**
  - There may be times where a pupil is unable to effectively access the curriculum in a whole class setting, due to being overwhelmed, heightened in anxiety, overly aggressive or for serious misdemeanours that significantly break the code of conduct and core values of our school. In such cases, for the benefit of other pupils in the class, as well as the pupil exhibiting the behaviour, the pupil concerned may be provided with an alternative learning space, more conducive to learning, under the supervision of the SENCO, the Principal or another member of staff.
- **Withdrawal of Privileges**
  - At times, it may be deemed appropriate to limit pupil participation in certain activities, e.g. Golden Time.
- **Safe Handling/Use of Reasonable Force**
  - In accordance with the Education NI Order (1988), use of reasonable force should only be used as a last resort. Use of restraint must be recorded and reported to parents/carers and should be followed with those involved. Restraint should only be used if the health and safety of a pupil, the safety of other pupils or staff becomes a significant concern or if the pupil is causing serious damage to property. (Refer to our Use of Safe handling and Reasonable Force Policy)

- **Suspension**

- If a pupil's behaviour is considered so serious, then suspension may be considered and implemented. The school will follow the Education Authority's Scheme for the Suspension and Expulsion of Pupils in Controlled Schools (April 2015).
- Suspension of a pupil will be considered only after:
  - a period of indiscipline : The school must maintain a written record of events and of the interventions of teachers, contacts with parent/carer and any requests for external support from the EA's Education Welfare Service, Educational Psychology Service or other applicable EA services; and / or
  - a serious incident of indiscipline
  - All records relating to suspension will be reported to the Board of Governors unresolved issues. The Governors may choose to meet with the pupil and their parents to address the concerns.
- **For pupils with Special Educational Needs, all reasonable adjustments and additional measures must be exhausted before a suspension is required**

- **Reduced Timetable**

- On rare occasions, it may be beneficial for pupils exhibiting distressing behaviour to work on a reduced timetable; however, this is under the discretion of the parents/carers and the school staff involved.
- We will never force a reduced timetable on a child, only suggest, in agreement with the parent/carer, if this will improve the child's success and access to the curriculum by applying temporary exceptions under the DE circular 1990/45.
- Although the school will never enforce a pupil to go home during the school day, unless recording it as a suspension, there may be occasions when a pupil becomes so highly distressed that the school cannot accommodate their needs and we need to contact the parent/carer to request their support to help de-escalate a situation or help regulate the child.

These more significant procedures will only be followed, however, as a last resort if all other reasonable and purposeful measures have been exhausted. A behaviour incident record will be completed for moderate and more serious behaviour incidences and a copy is kept in the pupil's behaviour log.

## **MANAGING INCIDENTS: OFF SITE OR OUT OF SCHOOL HOURS**

In accordance with guidance from the Department of Education for Northern Ireland, the Board of Governors reserves the right to address behavioural incidences directly related to school, which occur off the school premises or outside of school hours.

This includes:

- while travelling to or from school during the school term
- while the pupil is in the lawful charge of a member of the staff of the school
- while the pupil is receiving educational provision arranged on behalf of the school and provided elsewhere than on the premises of the school
- attack on the property of a member of staff or school governor
- verbal / physical abuse of a member of staff or school governor after school hours
- bullying of other pupils on the way to or home from school
- cyber bullying of another pupil, staff or governors during or outside of school hours (Refer to the school's e-Safety Policy and Acceptable Use of the Internet Policy).

## **SAFEGUARDING**

*'The safety of children and young people is paramount, therefore safeguarding/child protection is a core element of the framework as is the care and welfare of learners; these are intrinsic to the holistic view of learning and should be visible in every aspect of the work of an education or training organisation.'*

*ISEF Governors/Preschool/Primary/Post Primary/EOTAS/Special Schools ETI, 2017*

In Kilcooley Primary School, we place high value on the teaching of how to stay safe through the curriculum. We actively promote positive, emotional health and wellbeing of pupils within and across the broader school community.

This is achieved through the promotion of social skills such as confidence, self-reliance, resilience and interpersonal skills and in offering early intervention when pupils are experiencing certain difficulties.

We recognise that changes in behaviour may be an indicator that a pupil needs support or protection. We will consider whether a pupil's behaviour may be linked to them suffering or being likely to suffer significant harm. Where this may be the case, we will follow our Safeguarding and Child Protection policy and consider whether pastoral support or other intervention/referral is appropriate. (Please refer to our Child Protection Policy.)

## **SUPERVISION**

In order to maintain a safe, calm and positive environment, supervision plays a vital part in promoting positive behaviour outside the classroom.

Children are aware of the agreed rules when they are in the playground.

Children are not allowed to play ball games or cycle in the playground before school starts or after school in order to prevent danger to other children or parents/carers.

Children are allowed to enter the school building from 8.50am and must go straight to their classrooms where supervision will be provided by the school staff until 9:00am when the school day begins.

Teachers and non-teaching staff are involved with supervision of the playgrounds at break time. Supervisory assistants and classroom assistants supervise the children in the playgrounds at lunchtime. Lunchtime supervisors are asked to report incidents of misbehaviour to the child's class teacher.

All staff are encouraged to offer praise for good behaviour and to model the core values of the school. Depending on the seriousness of an incident at break time or lunchtime, the staff on duty will give a verbal reminder and report the incident to the relevant staff member who will follow school procedures. If the incident is more serious, or there is a recurrence by the same pupil, the matter will be referred to the Principal.

If appropriate, pupils may be removed from playing with other pupils or engaging in certain playground games if there is a risk to pupil or staff safety.

## **THE ANNUAL REPORT**

*"its effectiveness and application should be considered ... on an annual basis ... to determine ...(how) successful (policy is) in encouraging positive attitudes... keeping unacceptable behaviour to a minimum and creating a climate ... which is conducive to sound relationships and effective learning and teaching. A succinct (annual) report on the findings should be submitted to the Board of Governors, to inform their consideration of how they are fulfilling their own responsibilities in this regard."*

*Pastoral Care in Schools: PROMOTING POSITIVE BEHAVIOUR, DE, 2001*

The Annual Report submitted to the Board of Governors serves as a crucial component of this Policy, providing a comprehensive review of behavioural standards, interventions and overall effectiveness in fostering a positive learning environment.

The collection and analysis of performance and other data is an essential part of our School Development Plan process. Its purpose is to evaluate behavioural trends, assess the impact of implemented strategies, and ensure alignment with school ethos and objectives. The findings highlight key observations, including areas of success and those requiring further improvement, backed by data and feedback from staff, pupils and stakeholders. The report concludes with recommendations for refining behavioural approaches,

reinforcing best practices and setting targets for continuous improvement, ensuring accountability and informed decision-making at the governance level.

## **CONSULTATION AND PARTICIPATION PROCESS**

*“senior leaders consult regularly with the school community on key policies and procedures that affect the life and work of the school”*

*ISEF Governors/Preschool/Primary/Post primary/EOTAS/Special Schools ETI, 2017*

*“School leaders monitor and evaluate effectively school outcomes, policies, practices and procedures and the School Development Plan itself.”*

*Every School a Good School – A Policy for School Improvement, 2009*

As a school, we regularly consult with all stakeholders and ask for their participation in regularly reviewing this policy.

There are several consultation methodologies that we use:

- questionnaires/online surveys
- focus groups
- face to face discussion
- annual whole school baseline audit involving pupils, parents, all staff and governors

We analyse results and provide feedback to all participants. These results are then used to address any concerns and to inform and guide amendments to policy and procedures.

Results and feedback are also used by the Principal and Governors to:

- identify continuing professional development needs
- inform the School Development Plan
- monitor and evaluate the efficacy of policies

## **MONITORING AND REVIEW**

*“the school regularly reviews policies, procedures and reporting arrangements, including those relating to child protection/safeguarding, anti-bullying and positive behaviour management,”*

*Inspection and Self-Evaluation Framework (ISEF) ETI, 2017*

It is hoped that through the adoption of this policy and with staff, pupils and parents working together, we will provide a safe, secure, happy and structured atmosphere for our whole school community.

In line with guidelines set out in the publication, **‘Pastoral Care: Promoting Positive Behaviour’**, we acknowledge that sustaining positive behaviour relies on continuous assessment of the effectiveness of the approaches to positive behaviour within our school.

This policy will be reviewed every 3 years, taking into account the views of the whole school community.

## APPENDIX 1

### Vision Statement

We are a nurturing school that provides **every** child with opportunities to **grow**, **learn** and **thrive**.



### Mission Statement (How we achieve the Vision and built on our values)

Our mission is to:

- be a welcoming, safe, happy and inclusive school.
- be at the *heart* of the community.
- be a place where everyone will be accepted, valued and inspired to succeed.
- be a school where children are celebrated for their unique talents and achievements.
- be a place of high quality and innovative teaching and learning for all.
- be a nurturing environment where children can grow and learn together.
- be respectful and take accountability.

### Values Statements

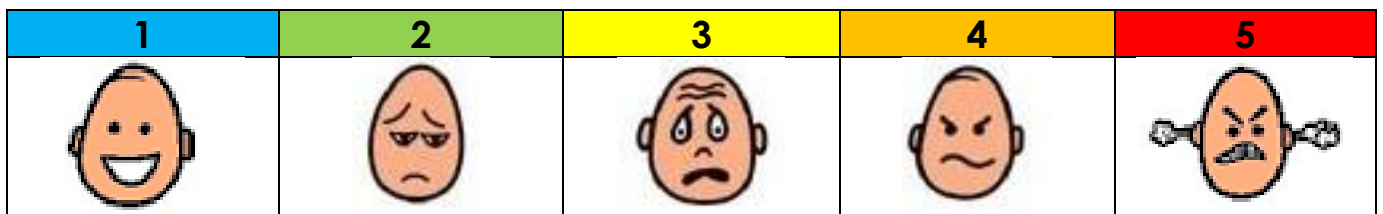
		Child Friendly Version
Nurture	We create an environment where everyone feels safe, valued and supported.	We take care of each other.
Restorative	We foster a school culture rooted in respect, responsibility and relationships. We prioritise open communication, accountability and healing, ensuring that all voices are heard and valued.	We are respectful, we are responsible and we build positive relationships.
Opportunity	We develop a sense of self-belief, ambition, and embrace the chance to grow, learn, thrive and make a positive impact on the future.	We believe in ourselves and we will develop our confidence and talents in all areas of learning.

APPENDIX 2

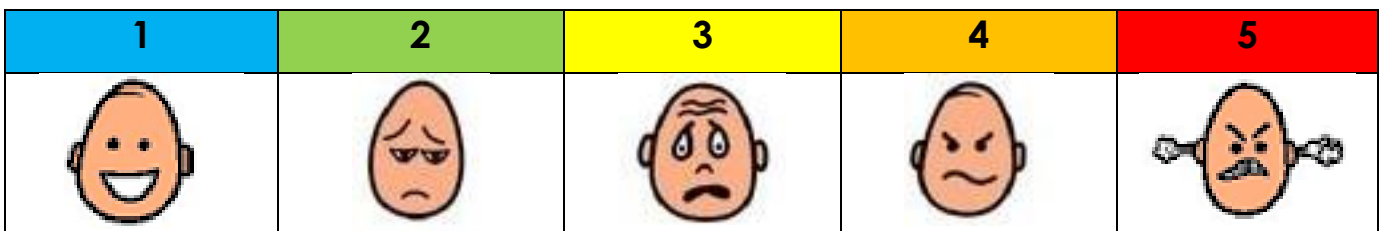
# Reflect and Reset

What happened?

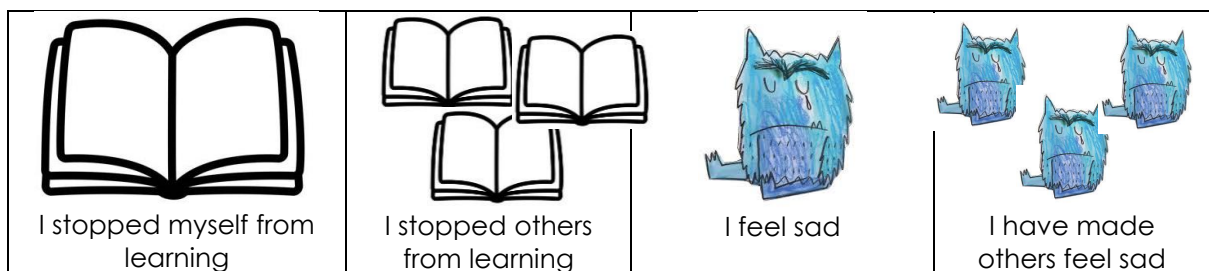
How were you feeling at the time?



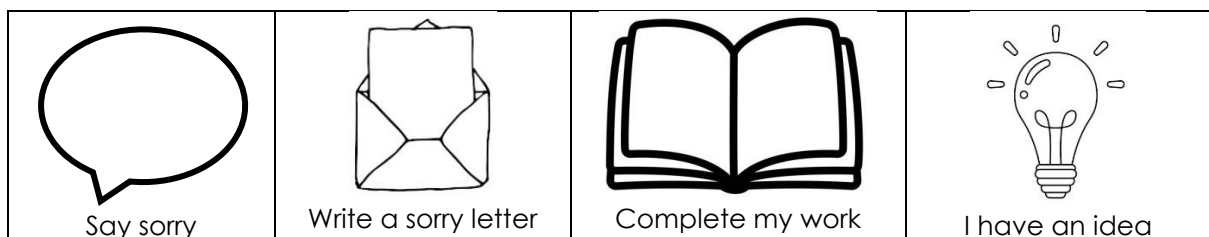
How do you feel now?



What was the impact of your choice?



What can you do to make it right?















## APPENDIX 3



# MY PUPIL PASSPORT








ABOUT ME	I LIKE...	I DON'T LIKE...	
<p>My name is XX. I am XX years old. I am in PX. My favourite colour is X.</p>	<p>List preferences and things I enjoy doing and that make me happy.</p>	<p>List things that make me feel cross, upset, anxious or scared.</p>	
AT SCHOOL...	<p><b>PHOTO</b></p>		MY MEDICAL DIAGNOSIS
<p>Outline morning routines, work difficulties / task avoidance or subject preferences. Is there a preferred location in the classroom / corridor / hall they like?</p>			<p>List any medical needs I may have.</p>
IF I HAVE BEEN BROUGHT TO YOU...	I AM LEARNING TO...	MY TARGETS ARE...	
<p>Where can I be found if I am angry / cross? What does the behaviour present as? Shouting, kicking, running etc. What might happen if I am spoken to by an adult? e.g. swearing, non-verbal? How long may it take to regulate?</p>	<p>List things I am trying to improve about my behaviour, e.g.: Not to shout and swear in the classroom. Follow my teacher's instructions.</p>	<p>Behavioural expectations, e.g.: To follow instructions. To accept consequences. To be kind and respectful.</p>	

<b>Behaviour 1</b> <b>e.g. I am angry and upset</b>	<b>Behaviour 2</b> <b>e.g. I have been physical towards an adult</b>	<b>Behaviour 3</b> <b>I have physically hurt another child</b>
		
<p style="text-align: center;">Solution e.g. Talk to me about my interests / likes / hobbies to make me feel comfortable.</p>	<p style="text-align: center;">Solution e.g. Help me to regulate my emotions. Don't talk to me until I am ready.</p>	<p style="text-align: center;">Solution e.g. Help me to regulate my emotions. Don't talk to me until I am ready.</p>
		
<p style="text-align: center;">Next Solution e.g. When I am calm, talk about what made me upset. Discuss what I can do differently next time.</p>	<p style="text-align: center;">Next Solution e.g. When I am calm, explain my actions and choices have consequences. Choose a solution from the solutions chart.</p>	<p style="text-align: center;">Next Solution e.g. When I am calm, discuss my actions and what the other child may be feeling. Choose a solution from the solutions chart.</p>
		
<p style="text-align: center;">Next Solution (if needed) Delete / Add rows as necessary.</p>	<p style="text-align: center;">Next Solution e.g. Negotiate and carry out the consequence. If parents need to be contacted what are the details? Who is best to contact?</p>	<p style="text-align: center;">Next Solution e.g. Negotiate and carry out the consequence. If parents need to be contacted what are the details? Who is best to contact?</p>
		
<p style="text-align: center;">Outcome e.g. Return to class.</p>	<p style="text-align: center;">Outcome e.g. Return to class when safe and inform the teacher of my consequence.</p>	<p style="text-align: center;">Outcome e.g. Return to class when safe, apologise to the other child. Contact parents if necessary.</p>

# CALM PLAN

Child's name: \_\_\_\_\_















Class: \_\_\_\_\_

Level	1	2	3	4	5
					
<b>What is happening?</b>	I'm in control: <ul style="list-style-type: none"> <li>• Relaxed</li> <li>• Smiling</li> <li>• Laughing</li> <li>• Engaged in activity/lesson</li> </ul>	Slightly unsettled: <ul style="list-style-type: none"> <li>•</li> </ul>	Starting to wobble: <ul style="list-style-type: none"> <li>•</li> </ul>	Tipping point: <ul style="list-style-type: none"> <li>•</li> </ul>	Out of control: <ul style="list-style-type: none"> <li>•</li> </ul>
<b>What can adults do?</b>	Tell me how well I am doing! Give me a reward. Tell my parents.	Distraction techniques. Go on a message. Movement break.	Offer help. Offer a walk. Offer the calm corner. Suggest breathing techniques.	Take me out of the room for: <ul style="list-style-type: none"> <li>• A walk</li> <li>• A message</li> <li>• To use the calm box</li> <li>• Sensory room</li> </ul>	Allow me time to calm on my own.  Move objects that may be thrown.
<b>What can the child do?</b>		Ask for help.	Ask for help. Ask for a break/ a walk. Go to the calm corner. Breathing techniques.	Go to the calm corner. Breathing techniques. Go to sensory room.	

# CALM PLAN

Child's name: \_\_\_\_\_

Class: \_\_\_\_\_

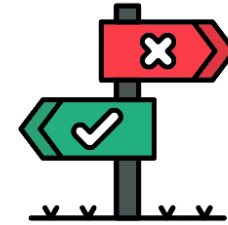
Level	1	2	3	4	5
					
<p><b>What can I do?</b></p>	<p>Be happy!</p> 	<p>Ask for help.</p> 	<p>Ask for help.</p>  <p>Ask for a break/ a walk.</p>  <p>Go to the calm corner.</p>  <p>Breathing techniques.</p> 	<p>Go to the calm corner</p>  <p>Breathing techniques.</p>  <p>Go to sensory room.</p> 	

APPENDIX 5



# MY SOLUTION CHOICES

I have made a mistake and I want to make it better.  
I will choose a solution for my actions.



I have disrupted  
the learning in  
class



I have used  
inappropriate  
language



I have hurt  
another child or  
adult



I have damaged  
someone else's  
property



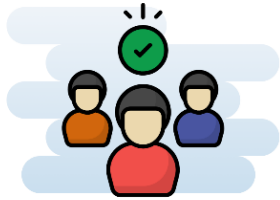
**Time off Chromebook / Outside / Golden Time**

**Go to another adult**

**Complete work in another area**

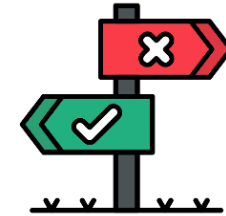
**Contact my parent**

**Write a sorry letter**

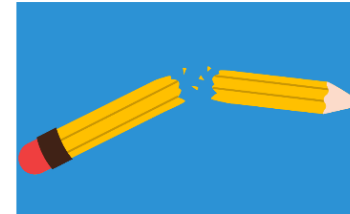
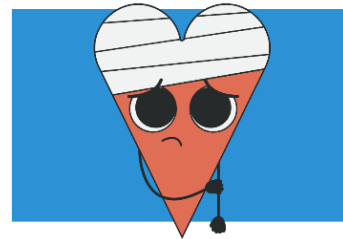


# MY SOLUTION CHOICES

I have made a mistake and I want to make it better.  
I will choose a solution for my actions.



## Actions



## Solutions



APPENDIX 6

# RISK REDUCTION ACTION PLAN

This Risk Reduction Action Plan (RRAP) is informed and guided by the outcomes arrived at by working through the attached DE risk assessment grids.

The plan has been drawn up in consultation with:					Code of Practice Stage:				
Pupil:		Year:		Date:	___ / ___ / ___	IEP Linked:	Yes: <input type="checkbox"/>	No: <input type="checkbox"/>	(please tick)
Principal:				Date:	___ / ___ / ___	Review process:	Weekly/Monthly/Termly		(please circle)
SENCo:				Date:	___ / ___ / ___	By whom:			
BSA:				Date:	___ / ___ / ___	Risk Reduction Plan Review Date:	___ / ___ / ___		
Chair (BOG):				Date:	___ / ___ / ___	Further action required:	Yes: <input type="checkbox"/>	No: <input type="checkbox"/>	(please tick)
Other:				Date:	___ / ___ / ___				

**RISK FACTOR (RF):** RF = Likelihood (L) x Frequency (F)

Score	Level	Behaviour 1	L x F <i>Eg, 5x5</i>	RF	Score	Level	Behaviour 2	L x F <i>Eg, 5x5</i>	RF	Score	Level	Behaviour 3	L x F <i>Eg, 5x5</i>	RF
21-25	V High				21-25	V High				21-25	V High			
15-20	High				15-20	High				15-20	High			
8-12	Medium				8-12	Medium				8-12	Medium			
6-10	Low				6-10	Low				6-10	Low			
1-5	V Low				1-5	V Low				1-5	V Low			
				<u>25</u>					<u>25</u>					<u>25</u>

**SUMMARY BOX:** The behaviours to be targeted are:

- Severity score: 1 2 3 4 5
- Severity score: 1 2 3 4 5
- Severity score: 1 2 3 4 5  
(Circle: 1 = Lowest, 5 = Highest)

Member of staff with responsibility for conducting a post-incident de-briefing session with all relevant pupil(s)/staff is:

Name: \_\_\_\_\_

Post held: \_\_\_\_\_

## RISK REDUCTION ACTION PLAN

<b>Targeted Behaviour &amp; Context</b> (RF of 15 & above) <i>(Pupil) and staff will work together to reduce the number of:</i>	<b>Risk Factor</b> L x F = ?/25		<b>Current Strategies</b>	<b>Additional Strategies</b>  <i>(Pupil) and staff have agreed to implement the following strategies:</i>	<b>Action By Whom</b>	<b>Action When</b>	<b>Success Criteria</b> <i>(Pupil) and staff will together assess the level of success based on observable &amp; measurable outcomes listed below:</i>
	<b>Current RF</b>	<b>Desirable RF</b>					
<i>Target 1:</i>  <i>Currently:</i> <i>(insert examples of current behaviours)</i>	_____ 25	<i>(Should be lower than the Current RF)</i>  _____ 25		<i>When (pupil) begins to feel (insert examples of current behaviours) he/she will choose to try:</i> <i>(list strategies)</i>  <i>All staff will use:</i> <i>(list strategies)</i>  <i>Post-incident (pupil) and staff have agreed to:</i> <i>(insert post-incident learning strategies)</i>			<i>Number of (insert details of targeted behaviour) is reduced.</i> <i>(Pupil) understands the strategies and uses them appropriately.</i> <i>(list strategies)</i>  <i>Staff consistently use :</i> <i>(list strategies)</i>  <i>Post-incident learning opportunities allow for monitoring and reviewing of target and strategies by (Pupil) and staff</i>
	_____ 25	_____ 25					
	_____ 25	_____ 25					

# RISK REDUCTION ACTION PLAN

Types of behaviour causing concern: Level of Risk, Frequency, People to whom behaviour exhibited.

BEHAVIOUR	5 Very Likely	4 Likely	3 Quite Possible	2 Possible	1 Unlikely	Frequency H – Hourly – 5 D – Daily – 4 W – Weekly – 3 M – Monthly – 2 T – Termly – 1
<b>DISRUPTION:</b>						
Vandalism						
Bullying						
Fighting						
Violent & aggressive						
Angry outbursts						
Impulsive Dangerous Behaviour						
Self-harms						
Medically related behaviour						
Threatening & abusive						
Other <i>(please specify)</i>						
<b>PEOPLE TO WHOM BEHAVIOUR IS MOST LIKELY EXHIBITED</b>						
Classroom teacher						
Subject specific teacher <i>(please specify)</i>						
Classroom Assistant						
Technician						
Ancillary Staff (lunchtime supervisors, caretakers)						
Member of SMT						
Male staff						
Female staff						
Other pupils in class						
Other pupils in school						
Male pupils						
Female pupils						
Young/Older pupils						
Ethnic Minority pupils						



## APPENDIX 7

Links to key references used to inform, guide & develop this Policy

[Children's Services Co Operation Act \(Northern Ireland\) 2015 | Department of Education](#)

[New SEN Framework | Department of Education](#)

[DE Circular 2021/04 - Suspensions and Expulsions Arrangements for pupils in grant-aided schools in Northern Ireland | Department of Education](#)

[Circular 2021/13 - Interim Guidance on the Use of Restraint and Seclusion in Educational Settings | Department of Education](#)

[Pastoral Care in Schools: Promoting Positive Behaviour | Department of Education](#)

[Safeguarding and Child Protection in Schools guide pdf for website \(August 2020\).PDF](#)

[Children & Young People s Emotional Health and Wellbeing in Education Framework \(final version\).PDF](#)

[The Inspection and Self-Evaluation Framework \(ISEF\): Effective Practice and Self-Evaluation Questions for Primary](#)

<https://www.eani.org.uk/sites/default/files/2019-03/Positive%20Behaviour%20Policy%20Framework.pdf>