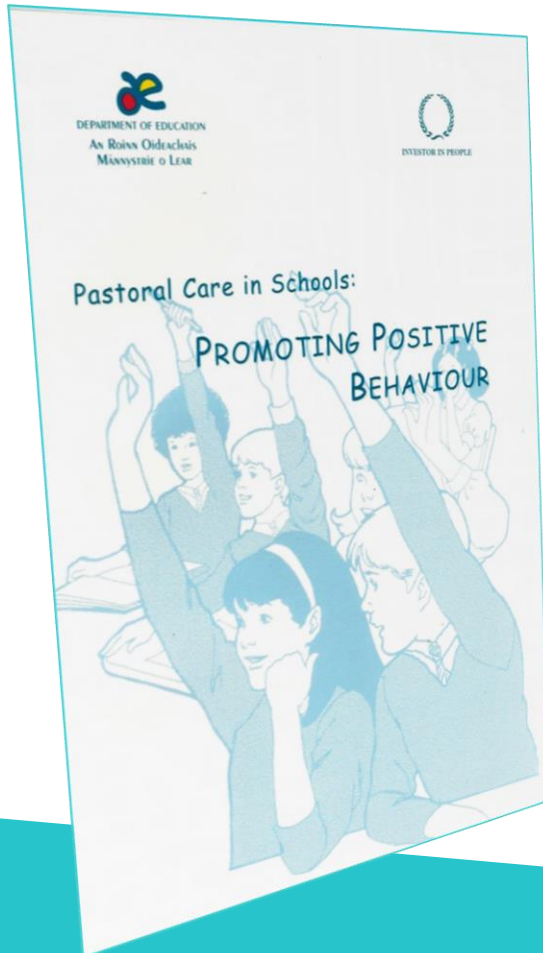
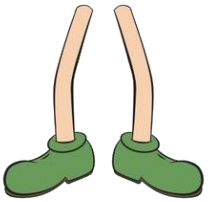


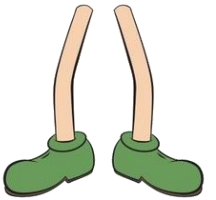
The Development of a Positive Behaviour Policy



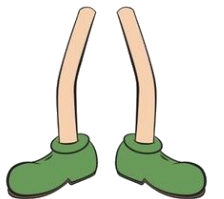
1. Is it statutory for schools to have a Positive Behaviour Policy?
Yes / No / Not sure



2. How clear is your understanding of the requirements for an up to date Positive Behaviour Policy?
Very clear / Clear / Quite clear / Not clear

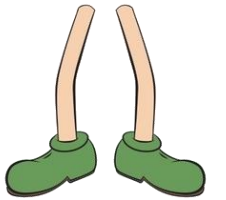


3. Has your school's Positive Behaviour Policy ever been audited?
Yes / No / Don't know



4. On a scale of 1 – 4 rate the level of consultation underpinning the development of your current Positive Behaviour Policy:

- 1 No consultation
- 2 Some level of consultation
- 3 Moderate level of consultation
- 4 High level of consultation

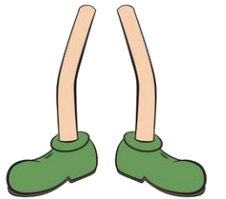


5. a) Were the tasks listed in the DE Guidance ‘Pastoral Care In Schools: Promoting Positive Behaviour’ (2001) used to develop your school’s Positive Behaviour Policy?

Yes / No / Don’t know

b) Are these tasks still relevant?

Yes / No / Don’t know



Programme for Day 1

- Session 1:**
- Context
 - Policy Contents Audit
 - Policy Requirements and Shifting Perspectives: 1998-2018

Tea/Coffee

- Session 2:**
- Consultation and Pupil Participation
 - The Framework: Policy Overview
 - A Walk Through The Process:
 - Values

Lunch

- Session 3**
- Mission Statement
 - Written Statement of Principles
 - Aims, Outcomes and Sources of Evidence

Day 1: Aims

To enable participants to:

1. Understand the current requirements underpinning the development of a Positive Behaviour Policy
2. Use the Positive Behaviour Policy Audit to assess how effectively the school's current Positive Behaviour Policy meets current requirements
3. Facilitate effective consultation and participation in the development and review of the school's Positive Behaviour Policy
4. Follow through the process outlined in the DE Guidance, and through completion of the necessary tasks, develop an effective and up to date Positive Behaviour Policy



Creating a Culture:

How school leaders can optimise behaviour

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

March 2017

Tom Bennett

Independent review of behaviour in schools



- **DESIGN** the school culture you want to see
- **BUILD** that culture in practice with as much detail and clarity as possible
- **MAINTAIN** that culture constantly

Through implementing an effective Positive Behaviour Policy



Policies are only
as real as their
demonstration in practice.



93% of school staff believed that their school had a clear
and comprehensive behaviour policy

-The Teacher Voice Omnibus, May 2013

Workshop 1



In your groups, use the
Policy Contents Audit
to determine how
clear and comprehensive the
sample Positive Behaviour Policy is.

Audit Feedback

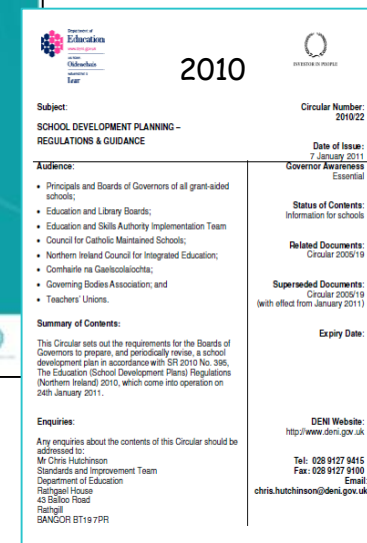
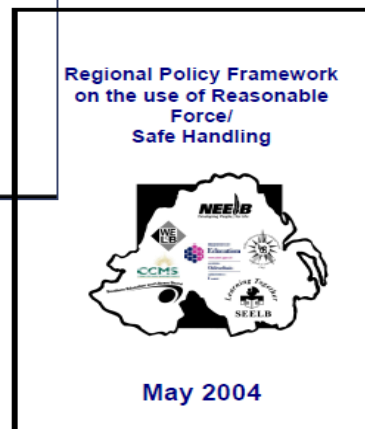
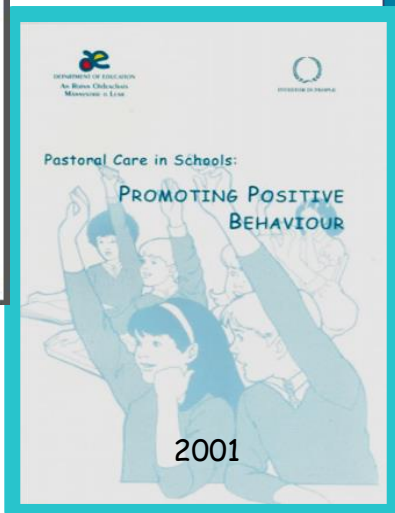
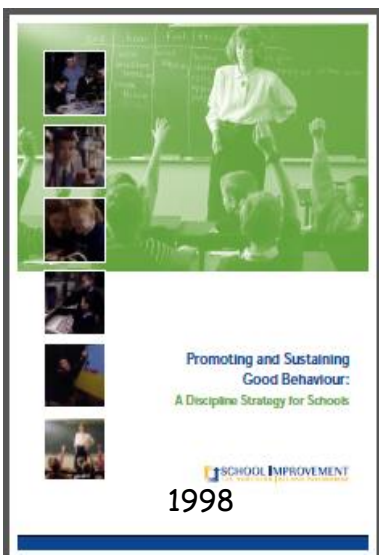


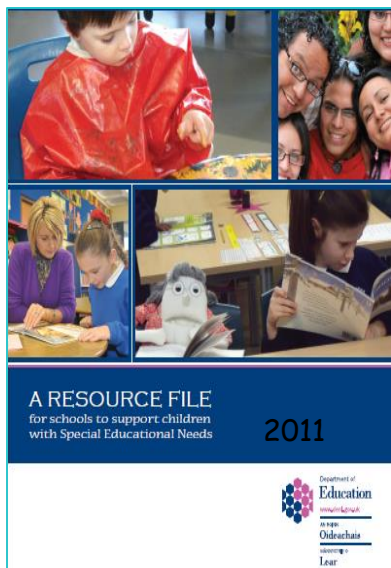
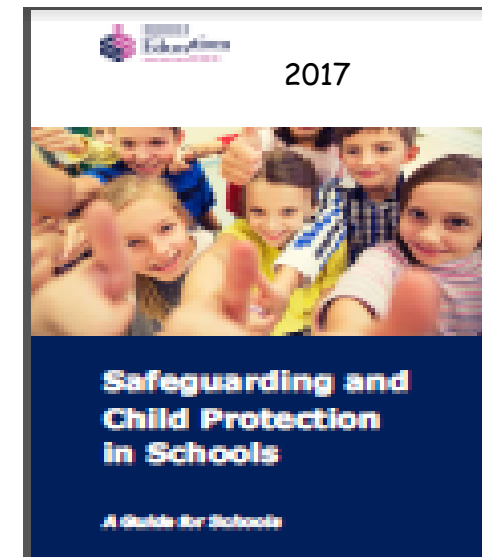
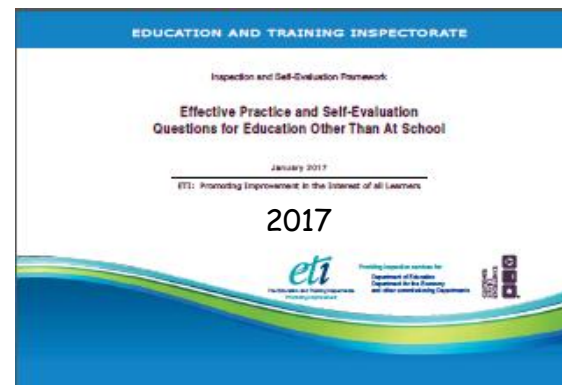
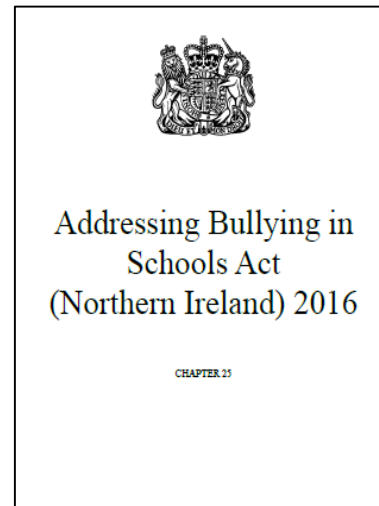
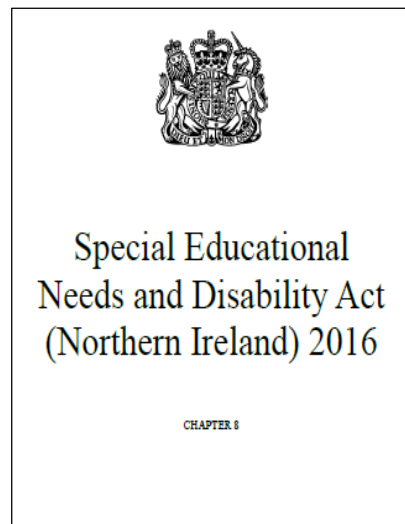
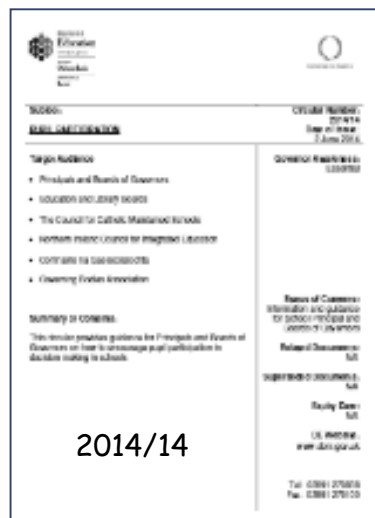
Developing a Positive Behaviour Policy: A Journey



Legislation and guidance requirements

The Journey to date...





Legislation underpinning the Positive Behaviour Policy

The Education (NI) Order, 1998

Circular 1998/25 Promoting and Sustaining Good Behaviour In Schools

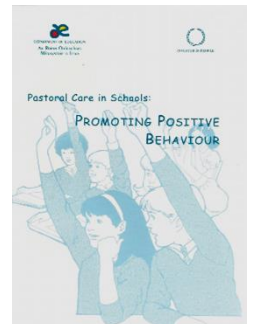
Article 3: Responsibility of Board of Governors and Principal for Discipline

“This Article places a new duty on the Board of Governors... to ensure that policies and procedures designed to promote good behaviour and discipline, are pursued at the school. In doing so, the Board of Governors must have regard to any guidance given by the Department, the education and library board and, in the case of a Catholic maintained school, by CCMS.”

Article 4: Power of Member of Staff to Restrain Pupils

Article 5: Detention of Pupils Outside School Hours

Article 6: Duty of ELB to prepare Plan for Children With Behavioural Difficulties Suspension and Expulsion of Pupils



Welfare and Protection of Pupils Education and Libraries (NI) Order 2003

Circular 2003/13

Articles 17 & 19: Extends a duty on Boards of Governors to:

- Safeguard and promote the welfare of all registered pupils
- Require the prevention of bullying is specifically addressed
- Ensure consultation with pupils on the general principles in the school's discipline policy



The Education (2006 Order) (Commencement No. 2) Order (NI) 2007

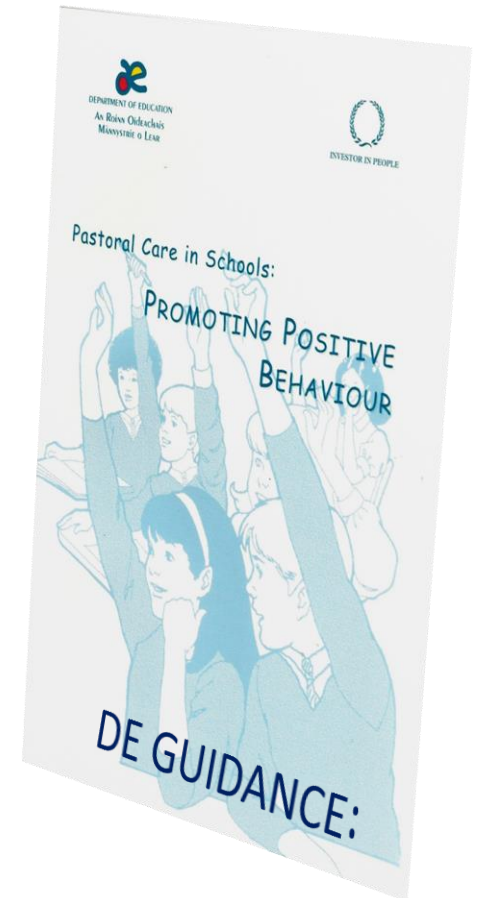
Circular 2007/20

Article 19:

- Governors must safeguard & promote the welfare of all pupils attending the school, whether registered or not

GUIDANCE REQUIREMENTS

“The establishment of an effective behaviour policy is not only a legal duty upon Boards of Governors and school principals and the cornerstone of pastoral care work, but is also fundamental to successful work in the classroom” (p12).

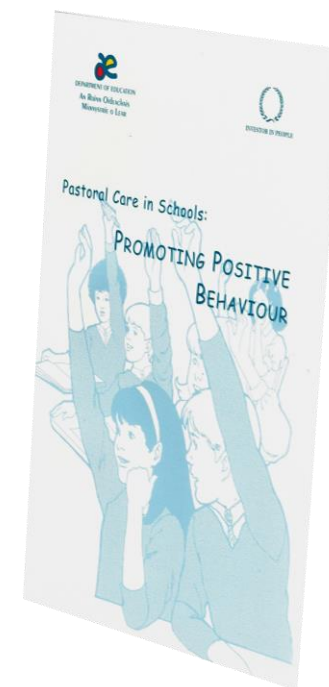


Governors' Role in Positive Behaviour Policy Development

“The involvement of the school Governors in all stages of the review and development of the policy should be frequent and active.

All Governors should have an opportunity to consider the views expressed by staff, parents (consultation).

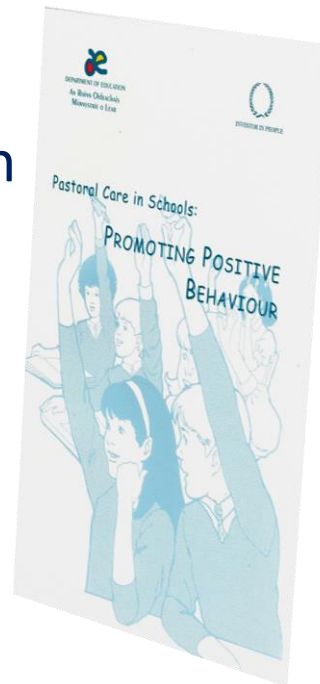
The **Governors** have legal responsibility for the school's Positive Behaviour Policy and it will be necessary to ensure that their **Statement of Principles** forms the basis for the consultation which is carried out with both parents and staff” (p22).



Tasks → Contents → Practice

2001 Guidance

- Did NOT provide a sample Positive Behaviour Policy
- Instead, it set out a process which once completed, would ensure that each school's Policy would reflect it's own individual ethos and through effective implementation ensure that best practice was followed and embedded.
- This process must include:
 - Consultation
 - Auditing



Tasks → Policy → Practice

T A S K S

1. Agree Values
2. Define key written principles
3. Draw up a mission/ethos statement
4. Identify and agree expected outcomes
5. Agree a Class Behaviour Management Plan with Pupils
 - Clarify rights and responsibilities (pupils, staff, parents/carers Governors)
 - Agree desirable & undesirable behaviour for learning
 - Generate rules and routines
 - Establish a hierarchy of rewards & sanctions
6. Define roles, responsibilities & support provided
7. Resource the implementation of the policy
8. Set up regular monitoring and review procedures
9. Submit Annual Report to Governors

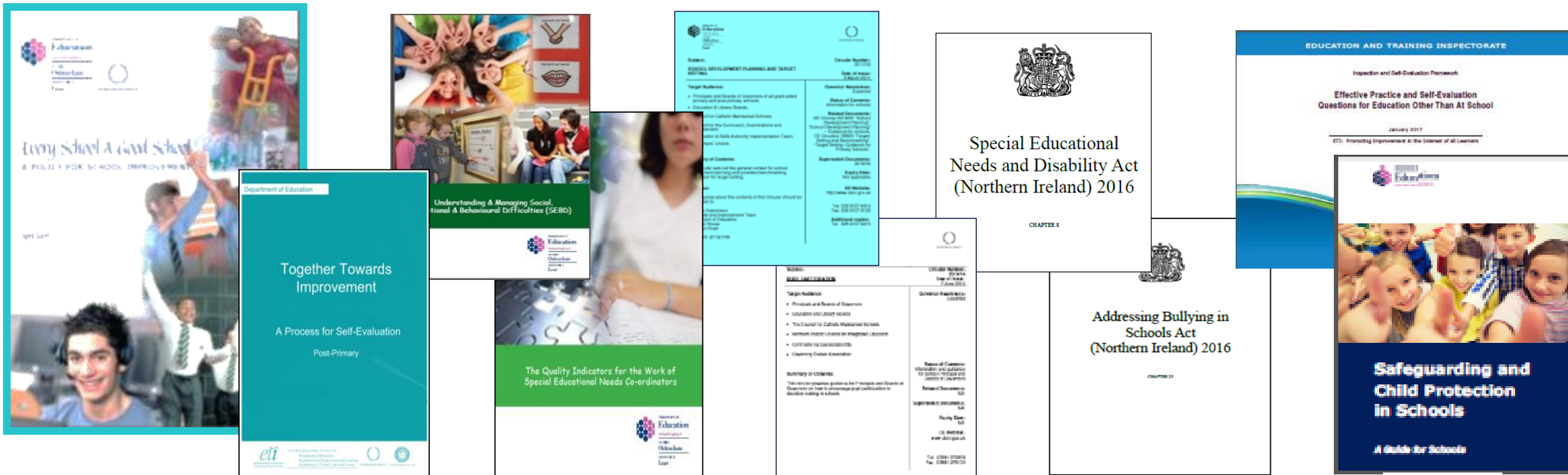


“The school needs to ensure that [it] continues to review, update and ratify the suite of pastoral policies (including the Positive Behaviour Policy) to reflect the most recent departmental guidance.”

-ETI 2018



“Recent departmental guidance” includes:



The collage features several key documents:

- Every School A Good School** (2009): A policy for school improvement.
- Together Towards Improvement: A Process for Self-Evaluation** (2009): A process for self-evaluation for post-primary schools.
- Understanding & Managing Social, Emotional & Behavioural Difficulties (SEBD)** (2009): Guidance for schools on managing SEBD.
- The Quality Indicators for the Work of Special Educational Needs Co-ordinators** (2009): A guide for SENCOs.
- Special Educational Needs and Disability Act (Northern Ireland) 2016**: Legislation regarding SEN and disability.
- Addressing Bullying in Schools Act (Northern Ireland) 2016**: Legislation regarding bullying in schools.
- Effective Practice and Self-Evaluation Questions for Education Other Than At School** (2017): A framework for inspection and self-evaluation.
- Safeguarding and Child Protection in Schools: A Guide for Schools** (2018): A guide for schools on safeguarding and child protection.

2009

2018

The 2009 shift in perspective...

Teachers reflect on their own work and the outcomes of individual pupils

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

Good relationships and clear channels of communication are in place between the school and the education agencies that support it

EVERY SCHOOL A GOOD SCHOOL ANNEX B: Characteristic Indicators



A school culture of achievement, improvement and ambition exists

There is a commitment to involve young people in discussions and decisions on school life

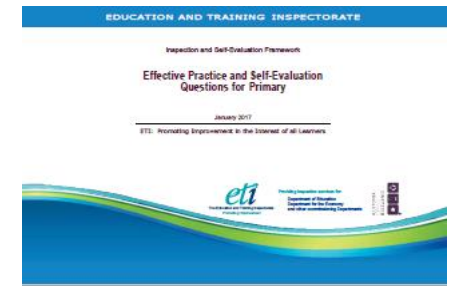
Rigorous self-evaluation is carried out by teachers and the whole school, using objective data and leading to sustained self-improvement

ISEF and the implications arising for the development of the school's Positive Behaviour Policy

Care and Welfare

Effective practice is demonstrated when:

- The pupils develop well their confidence, self-esteem and self-awareness and can take responsibility for their work and behaviour;
- All pupils are supported effectively to overcome barriers to learning and to realise their potential;
- Good behaviour is promoted positively and consistently;
- 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				
Overall effectiveness				
Outcomes for Learners	PL	Quality of Provision	PL	Leadership and Management
Standards attained		Quality of curriculum including breadth, balance and appropriateness		Effectiveness and impact of the strategic leadership
Progression	SAP	Effectiveness of guidance and support in bringing about high quality individual learning experiences	SAP	Effectiveness and impact of the middle leadership
Wide skills and dispositional capabilities		Effectiveness and impact of planning, engagement, teaching/learning and assessment in promoting successful learning		Effectiveness of action to promote and sustain improvement, including self-evaluation and the development planning process
Governance (for schools)	High degree of confidence		Confidence	
	Level 1: CBM (or more) reflects or exceeds the guidance and standards for schools		Level 2: CBM does not meet standards or the or more of schools, teaching and outcomes for learners	
Care and Welfare	Level 1: CBM (or more) reflects or exceeds the guidance and standards for schools			
Safeguarding	Level 1: Reflects the guidance	Level 2: Reflects broadly the guidance	Level 3: Unsatisfactory	

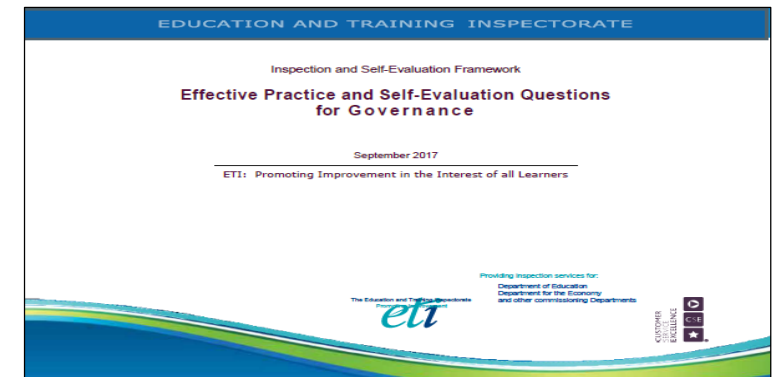
- Do we know if the standards of achievement, behaviour and attendance by all of our learners, including those with barriers to learning, and/or with additional learning needs are good enough and where possible, compare well with learners in similar schools? (using benchmarking where relevant)
- Do we have appropriate procedures, resources and training opportunities in place for staff to deal with challenging behaviour?

INSPECTION AND SELF-EVALUATION FRAMEWORK					
Overall effectiveness					
Outcomes for Learners	PL	Quality of Provision	PL	Leadership and Management	PL
Standards attained	SAP	Quality of curriculum including (breadth, balance and appropriateness)	SAP	Effectiveness and impact of the strategic leadership	SAP
Progression		Effectiveness of guidance and support in bringing about high quality individual learning experiences		Effectiveness and impact of the middle leadership	
Wider skills and dispositions/capabilities		Effectiveness and impact of planning, engagement/teaching/training and assessment in promoting successful learning		Effectiveness of action to promote and sustain improvement, including self-evaluation and the development planning process.	
Governance (for schools)	High degree of confidence		Confidence		Limited confidence
Care and Welfare	Level 1: C&W impacts positively on learning, teaching and outcomes for learners.			Level 2: C&W does not impact positively on one or more of learning, teaching and outcomes for learners.	
Safeguarding	Level 1: Reflects the guidance		Level 2: Reflects broadly the guidance		Level 3: Unsatisfactory

ISEF and the implications for Governance requirements relating to the Positive Behaviour Policy

Effective practice is demonstrated when:

- The governors promote consistently high standards of educational attainment/outcomes, behaviour and attendance through being well informed by senior and middle leaders and their own analysis of first hand evidence;
- Policies, procedures and reporting arrangements are regularly reviewed (including those relating to child protection/safeguarding, on-line safety, anti-bullying and behaviour management);



ISEF and the implications of the 2017 Safeguarding Requirements for the development of the school's Positive Behaviour Policy



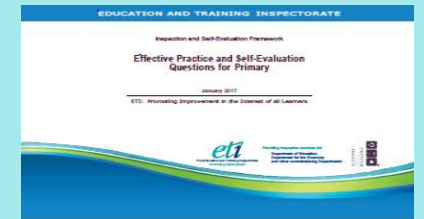
The Positive Behaviour Policy

The Safeguarding and Child Protection Policy

The Anti-Bullying Policy



Effective Practice
is demonstrated when:



- The pupils feel safe, secure and free from emotional and physical harm; they understand that their concerns will be listened to and appropriate action taken;

Pg.13 ISEF, ETI, 2017,

The Safeguarding and Child Protection Policy should complement and support a range of other policies including:

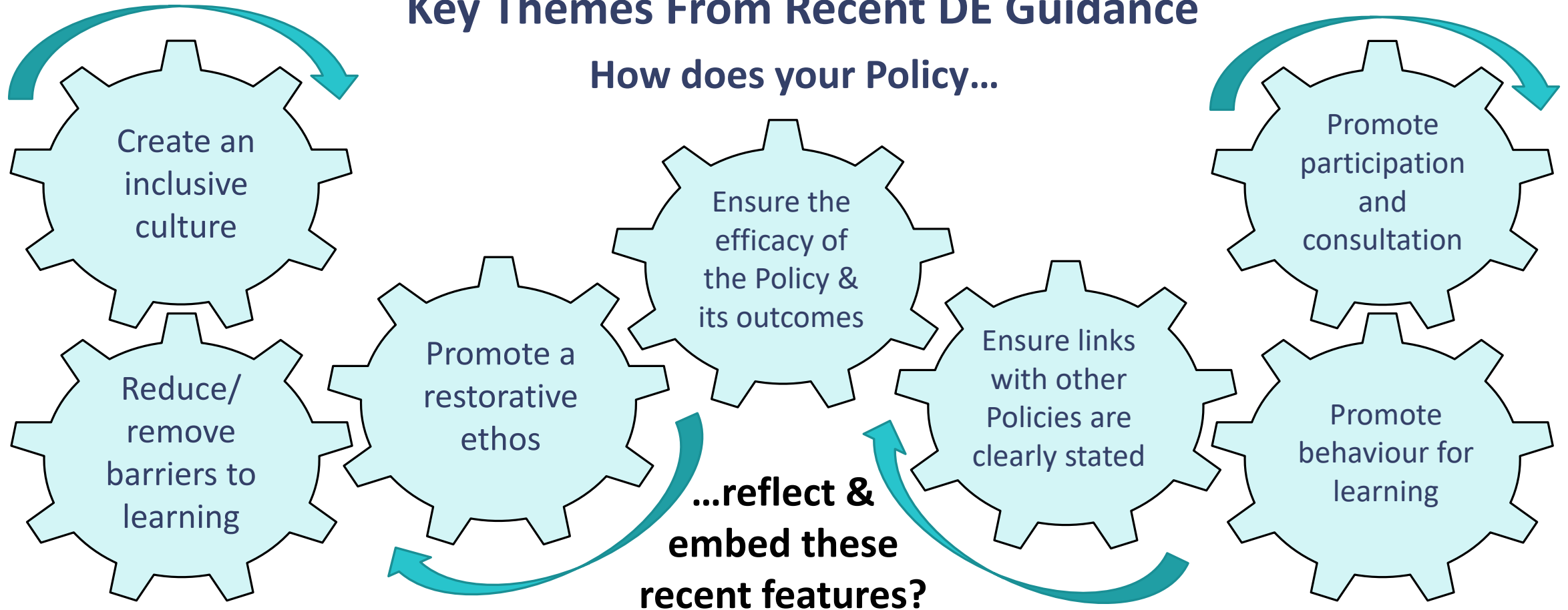
- Attendance Policy
- Behaviour Management & Discipline Policy
- Pastoral Care
- Anti-Bullying Policy
- Safe Handling
- Special Educational Needs
- First Aid & Administration of Medicines
- Health & Safety Policy
- Relationships & Sexuality Education
- Intimate Care
- E-Safety Policy
- Educational Visits
- Staff Code of Conduct



The school has a duty to ensure that safeguarding permeates all activities and functions.

Key Themes From Recent DE Guidance

How does your Policy...





The Role of Consultation & Participation in Policy Development

Consultation: A Data Collecting Tool



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

Assessment and other data is used to effectively inform teaching and learning across the school and in the classroom and to promote improvement.



Rigorous self-evaluation is carried out by teachers and the whole school, using objective data and leading to sustained self-improvement.

Consultation and Participation Increase Ownership

Learners



Board of Governors



Parents & Carers



All Staff



“A whole-school policy is required: one which is developed, understood, accepted and operated with consistency by the whole school.”

Para. 16, Promoting Positive Behaviour, DE 2001.

Positive Behaviour Policy Audit


“This should be a full consultation with all staff, teaching and non-teaching, in the shape of an audit of the school’s existing policy and procedures for ensuring good behaviour, in order to determine those aspects which are proving to be appropriate and effective and those which require modification or replacement.”



What consultation processes are being used in your school?

ETI Safeguarding Proforma: Implications for Consultation

ETI Safeguarding Proforma 2017-18
Nursery, Primary, Post Primary & Special Education schools, and EOTAS
Centres
Anti-bullying



NAME OF SCHOOL: _____ REF NO: _____

GUIDANCE FOR THE REVIEW AND EVALUATION OF SAFEGUARDING AND CHILD PROTECTION

**(Positive) behaviour
management**

**How have staff,
parents, learners
and governors
been consulted?
NOTE: The ETI
may ask about an
example of an
incident relating
to bullying
behaviours and
how the school
dealt with it.**

Last reviewed:

Next review:

Consultation Toolkit: **WHO** and **HOW**



NB. Governors must ensure there is consultation with pupils (statutory requirement).

The Process



“It is not enough to confirm that actions have taken place but rather **to assess the impact of the actions on the outcomes for learners**. Therefore an **important part of the evaluation process will be gathering qualitative or quantitative data as evidence of improvement... and (*this may*) necessitate consultation** with learners, staff, parents, governors/ management committees and other stakeholders.”

-ISEF: Application of the Framework, ETI, 2017.

The Role of Pupil Participation in the Development of a Positive Behaviour Policy

“There is a commitment to involve young people in discussions and decisions on school life that directly affect them and to listen to their views.”

-Annex B, Every School A Good School

What is Pupil Participation?

- Legal right, Article 12 UNCRC ‘The right to express views’, ‘The right to have views given due weight’ United Nations Conventions on the Rights of the Child
- DE Circular 2014/14 emphasises the importance of pupils being actively involved in the decision processes of the school and lists the benefits of pupil participation which include: ‘improved emotional health and well being’, ‘better educational outcomes’ and ‘improved life skills’
- Consultation is not participation; participation involves active engagement in the process of developing the Positive Behaviour Policy, e.g. through the School Council

Where is the voice of the pupil in your school?



Good Practice at a Whole-School Level

- All staff consulted
- Pupils supported to develop the necessary skills to participate
- No pupil excluded from process (take into consideration, age, understanding, SEN including behaviour, etc.)
- Teachers and support staff have access to training

ETI: Inspection and Self-Evaluation Framework

Primary- Outcomes for Learners

‘Children have a sense of personal and social responsibility and contribute confidently to the life and work of the school and the local community’

Post-Primary- Quality of Provision

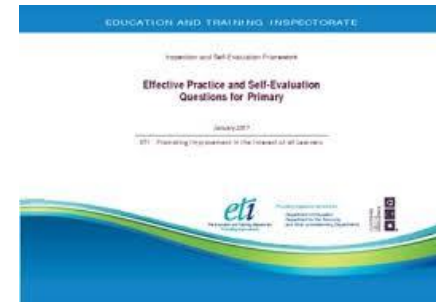
‘The pupils’ views on aspects of school life are sought, valued and are acted upon’

Special Education, Outcomes for Learners

‘The pupils are supported and encouraged to take increasing roles within and beyond the school where appropriate’

Education Other than at School (EOTAS), Leader and Management

‘All staff, young people, parents, carers and referring schools are involved effectively in the self-evaluation and quality improvement planning processes to bring about improvement in the quality of provision’

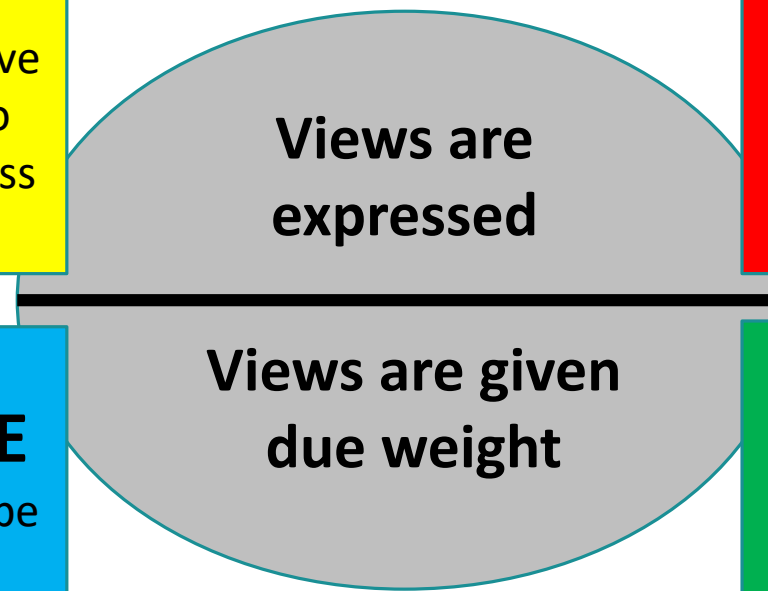


Participation → Feedback → Action

How should schools promote active pupil participation?

SPACE
Safe and inclusive opportunity to form and express a view

AUDIENCE
The view must be listened to



VOICE
Facilitated to express views freely in medium of choice

INFLUENCE
The view must be acted upon

The Lundy Model of Child Participation

Creating an Ethos of Meaningful Participation

- Information is presented to pupils in ways that are clear and accessible
- Pupils are clear why they are being asked to give their views, and how these views will be taken into account to influence change
- All pupils are supported to participate, not just those who are most articulate or popular
- Pupils receive timely feedback about how their views have influenced outcomes
- Avoid tokenism - pupils need to know what will happen as a result of their input
- Pupils get to know what has happened as a result of them being involved. If change hasn't been possible, they should know why not, it is not enough just to say their views were not appropriate for a policy
- Pupils know what they can get out of taking part - in terms of increased skills and confidence, accreditation or qualifications, certificates, vouchers, etc.

Workshop 2



How do you currently capture the pupil voice in school? Use the Post-its to record.

What action will your school now need to take to ensure that the pupil voice impacts on the Positive Behaviour Policy?

Pupil Voice Feedback



Participation → Feedback → Action

Suggestions for how the pupil voice can be captured...

- PDMU/Learning for Life and Work
- Consulting through pupil bodies, e.g. school council representatives
- Group or class discussions
- Circle time
- Questionnaires/surveys, e.g. from Wholeschool School Development Planning Tool (c2k)
- Bought in programs e.g. PATHS/PASS/Survey Monkey
- Initiatives such as learning detectives/roving reporters
- Suggestion boxes
- Electronic mailboxes on the school web-site
- Prefects, class reps.
- Focus groups or workshops
- Pupil membership of school's Parent Teacher Association
- Evaluation of learning

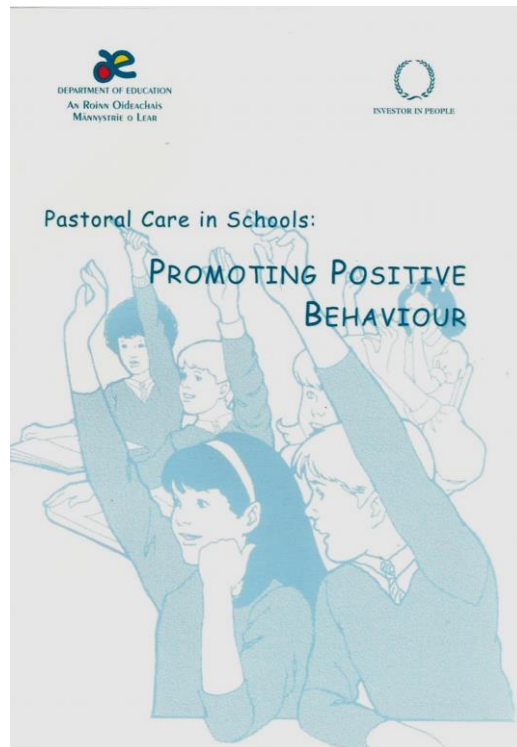
Continued...

- School assemblies
- Regular opportunities for discussion and feedback within classroom
- Notice boards, displays, TV screens, social media
- Use of imagery such as 'This is a listening school' to demonstrate to pupils that their views are listened to
- Form classes to hear pupils' views on specific school development issues
- A regular newsletter to all pupils with an 'opportunity to reply' form attached
- Pupil led class-work
- Recognition for pupils who engage in participation activities such as a letter of thanks to recognize their contribution
- The school newsletter/intranet/website/text messaging services
- School events
- School council minutes etc.

Participation → Feedback → Action

Pupil participation, best practice:

- Pupil voice is representative of the whole school community
- The school community understand the benefits of active participation
- Pupils have a way to express their voice through active engagement
- Pupil voice is key to the monitoring and evaluation process
- Pupil voice actively contributes to the Positive Behaviour Policy review and development process



Positive Behaviour Policy Framework – Refer to Resources Booklet



A Walk Through The Process

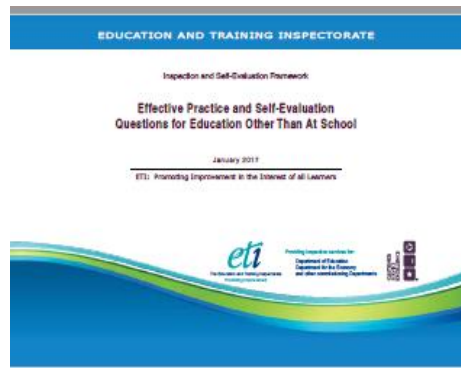
“The process of drawing up a *discipline policy
(i.e. A Positive Behaviour Policy)
needs to include the following tasks...”

Tasks → Policy → Practice

T A S K S

1. Agree Values
2. Define key written principles
3. Draw up a mission/ethos statement
4. Identify and agree expected outcomes
5. Agree a Class Behaviour Management Plan with Pupils
 - Clarify rights and responsibilities (pupils, staff, parents/carers Governors)
 - Agree desirable & undesirable behaviour for learning
 - Generate rules and routines
 - Establish a hierarchy of rewards & sanctions
6. Define roles, responsibilities & support provided
7. Resource the implementation of the policy
8. Set up regular monitoring and review procedures
9. Submit Annual Report to Governors





“There is a shared strategic vision which is based on the organisation’s **values...**”

ISEF, ETI, 2017.



“Schools are not value free communities and the effectiveness of any practice will be determined by the values and expectations that are agreed by all.”

Paragraph 5, Learning Behaviour Principles and Practice – What Works in Schools, Section 2, Steer Report, April 2009.



The Positive Behaviour Policy begins by setting out the School's Shared Values

Workshop 3



Values

- At your table sort through the pack of values cards
- Within your group, choose 5 values that you think are essential within today's educational landscape, refer to ISEF Values in your Resources Booklet
- Justify your choice
- Share your decision with the other groups

Outcome: To identify the 'Top 5 Values'

Values Feedback



How do the school's values translate into working practice?

- They shape the mission statement
- They underpin the Governor's written Statement of Principles which must be included in the Positive Behaviour Policy





Creating a Mission Statement

Can you guess whose mission statements these are?

“To inspire and nurture the human spirit
– one person, one cup and one neighbourhood
at a time.”

-Starbucks



“Our mission is to be our customers' favourite place and way to eat and drink. Our worldwide operations are aligned around a global strategy called the Plan to Win, which centre on an exceptional customer experience – People, Products, Place, Price and Promotion. We are committed to continuously improving our operations and enhancing our customers' experience.”

-McDonalds



“Our mission is to refresh the world in mind, body and spirit. To inspire moments of optimism and happiness through our brands and actions.”

-Coca Cola Company



“Our vision is a world where informed and empowered people live in healthy, resilient and inclusive communities. Our mission is with our partners to reach millions through creative communication and trusted media, helping people have their say, understand their rights, responsibilities and each other, and take action to transform their own lives.”

-BBC



“At -----, we follow a simple business philosophy: to devote our talent and technology to creating superior products and services that contribute to a better global society.”

-Samsung



“To inspire, support and challenge all our Children and Young People to be the best they can be.”

-Education Authority



“Our mission. Our purpose is to help create lasting solutions to the injustice of poverty. We are part of a global movement for change, empowering people to create a future that is secure, just, and free from poverty.”

-Oxfam

ETI Inspection Report

‘...the school has established a clear vision, culture and ethos based on the shared core values of ambition, equality, responsibility and respect. Consequently, positive working relationships are evident at all levels which underpin an atmosphere that is conducive to learning. The pupils report that they feel valued as members of their school community and are supported well in their learning.’

-ETI, January 2017



A Mission Statement: **Our purpose / Our actions / Our impact**

Refer to the Mission Statement Exercise in the Resources Booklet

Which of the Mission Statements best reflect the 'Top 5' key values identified in Workshop 4?

1. We aim to be an outstanding *school*, at the heart of the community, that continually strives for excellence by providing a rich, broad and balanced education which meets all our children's needs, interests and aspirations.
2. It is our mission to promote, 'Learning for Life', working in partnership with the children, parents/carers and wider school community. We endeavour to assist our pupils in developing skills to become independent and self-sufficient adults with the ability to succeed and contribute responsibly in a global community.
3. Our school is committed to developing each child's full potential to become a positive contributor to society in their adult life. We strive to achieve this by working in partnership with the child, their parents and the wider community, to create an atmosphere of mutual respect and understanding, truly reflecting our values.
4. We aim to nurture today's minds for tomorrow's challenges.
5. Our school is intent upon realising potential through teaching and learning and providing opportunities to build interest, creativity and knowledge in a welcoming, sharing atmosphere.
6. The provision of a quality education at our school will offer a child moments of delight, moments of wonder, pride in achievement and happiness in being accepted. By doing this we hope that each child will achieve his/her full potential.

TRUST

SELF-EVALUATIVE

ACHIEVING

POSITIVE

INCLUSION

OPENNESS

RESPECT

SUPPORT

LEARNER-CENTERED

CONSISTENCY

CHALLENGE

DIVERSITY

EQUALITY

SAFETY

HIGH EXPECTATIONS

Values highlighted within the Inspection and Self-Evaluation Framework

Mission Statement Feedback





From Values to Principles: The Process

The Written Statement of Principles

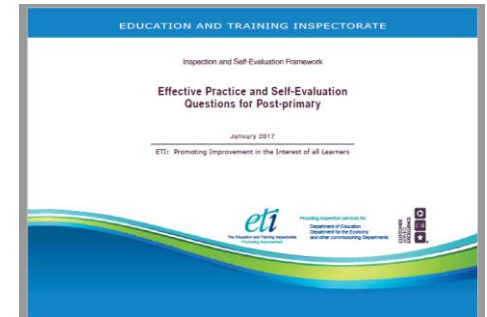
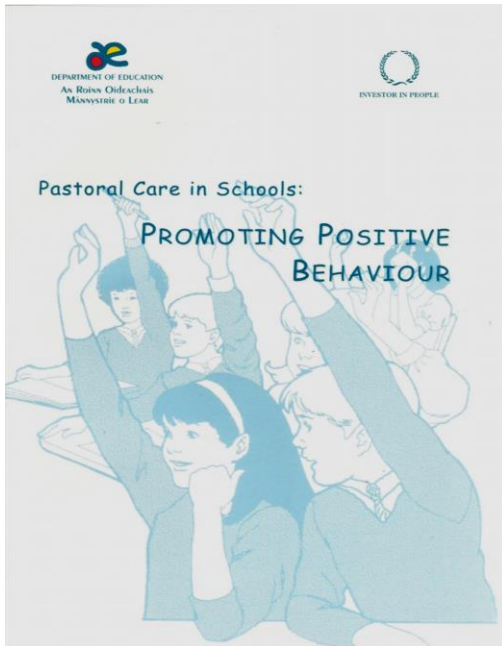
The Board of Governors:

Must make and keep under review, a written statement of 'general principles' about pupil behaviour and discipline, which the principal will have regard to in determining school rules and behaviour policies;

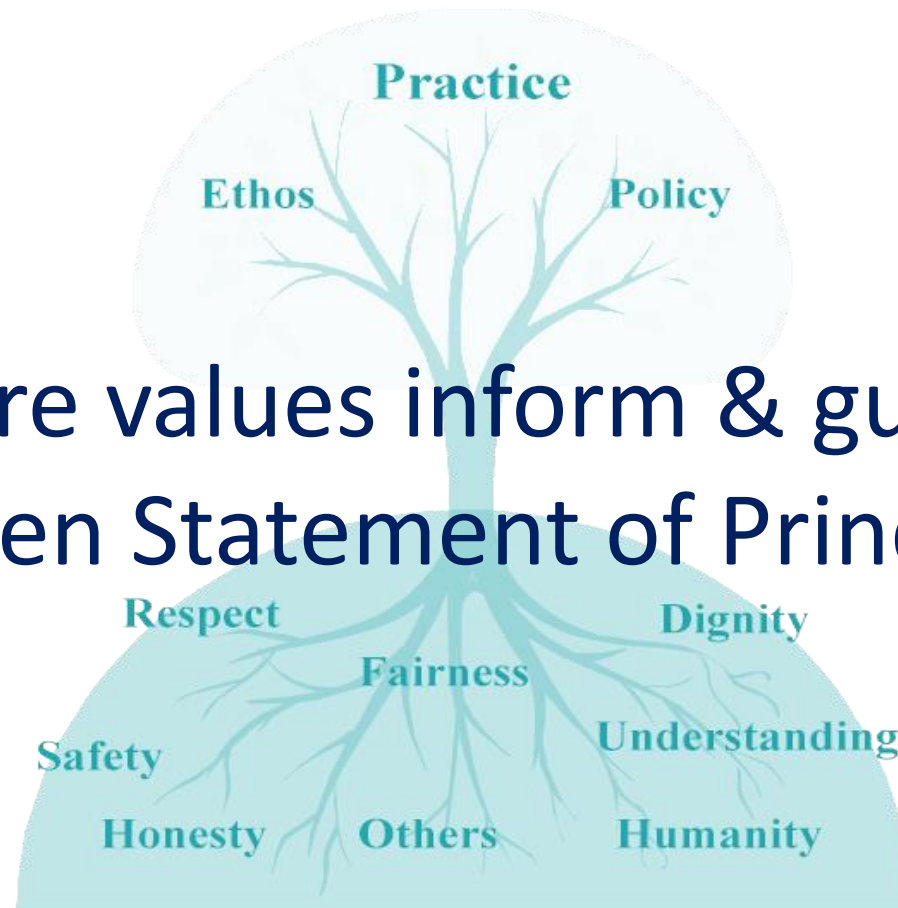
-Promoting Positive Behaviour, DE, 2001

Schools are expected to have high expectations for respectful behaviour that are agreed, shared and maintained with the members of the community.

-ISEF,ETI, 2017



The core values inform & guide the
‘Written Statement of Principles’.



To Create a Statement of Principle:

Take, for example, a value such as 'SAFE' and identify the positive behaviour(s) associated with its application in practice:

Everyone in Reach for the Stars Academy is entitled to work, teach & learn within a SAFE, caring and respectful environment, therefore any form of socially unacceptable and/or bullying behaviour towards any member of our school community by any member of our community, is completely unacceptable.

The written statement of principles provides a set of behavioural benchmarks which represent agreed standards/expectations of behaviour.

Effective Principles: Set out the agreed standard of behaviour expected from every member of the school community

- Are based on shared/agreed core values
- Can be understood by every member of the school community regardless of age or ability
- Represent a shared view of what constitutes acceptable standards of behaviour for all
- Promote positive behaviour and a shared/agreed view of how to achieve it
- Promote delivery of effective learning and teaching
- Apply to every member of the school community
- Promote consistency and fairness within the school community
- Identify, protect and support vulnerable groups
- Are challenging but realistic and appropriate within the setting



Workshop 5

Effective Principles



Together in your group:

1. Discuss each of the sample statements.
2. Using the 'Top 5' values, reframe the statements as appropriate.
3. Share your reworked examples with the other groups.

**Workshop 5:
Reframing Principles**

1. All members of the school community should be listened and responded to.

2. Good behaviour should be rewarded & sanctions should always be applied consistently for unacceptable behaviour including bullying & violence.

3. Pupils whose behaviour & attendance may deteriorate through events such as bereavement, abuse, or through the divorce or separation of parents should be identified and supported.

4. School staff & pupils should all show respect for one another.

5. Pupils should act as appropriate ambassadors for the school on, for example school trips, work placements, sports events & journeys to and from school.

6. All school staff should model positive behaviour and promote it through active development of pupils' social, emotional and behavioural skills.

7. All members of the school community should understand and accept the principles on which the behaviour policy is grounded.

8. All members of the school community are always considerate towards the learning needs of each individual and supportive of the school as a learning community.

9. All members of the school community are entitled to learn in a safe and secure environment.

10. Appropriate action should be taken to reduce the risk of poor behaviour occurring, including particular action to prevent a disproportionate number of behaviour issues arising amongst vulnerable groups of pupils.

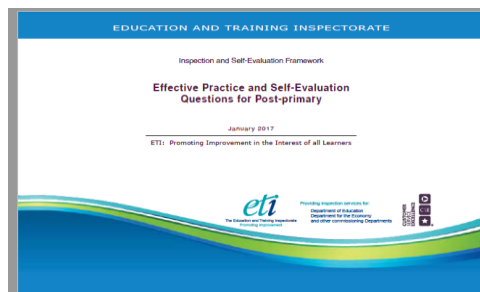
Effective Principles Feedback





“School leaders monitor and evaluate effectively school outcomes, policies, practices and procedures”

-Annex B, Every School a Good School

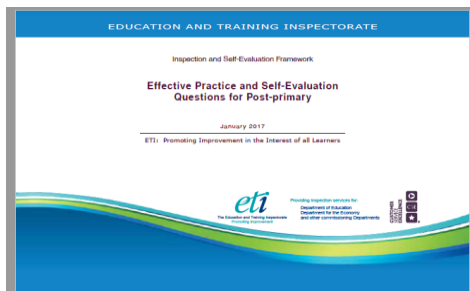


“It is not enough to confirm that actions have taken place but rather to assess the impact of the actions on the outcomes for learners.”

-ISEF, ETI, 2017

From Aims to Outcomes for Learners

Task 4



“There is a shared strategic which is based on the organisation’s values and AIMS and is learner-centred.”

“The learning environment is built on positive, nurturing and appropriately challenging relationships which lead to high quality LEARNING OUTCOMES.”

-ISEF, ETI, 2017

THE POSITIVE BEHAVIOUR POLICY AIMS TO:

1. Promote positive attitudes

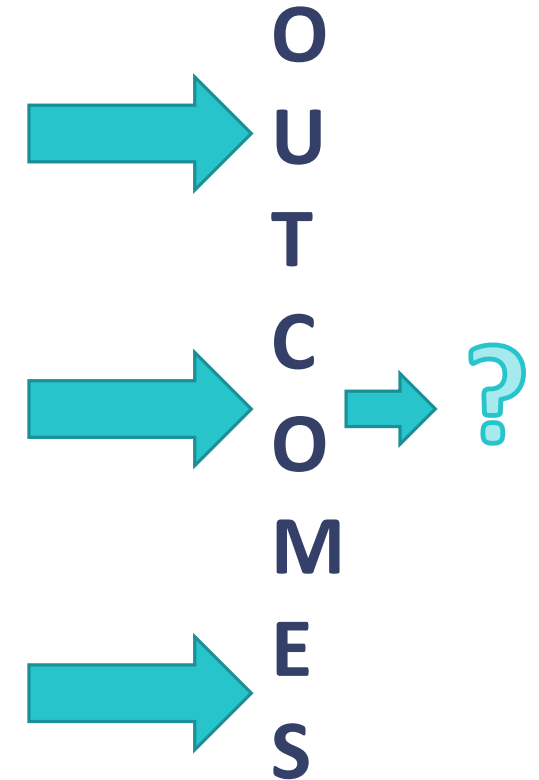


2. Maintain an orderly & safe environment. Keeping unacceptable behaviours to a minimum



3. Create a climate conducive to:

- Sound relationships &
- Effective learning & teaching

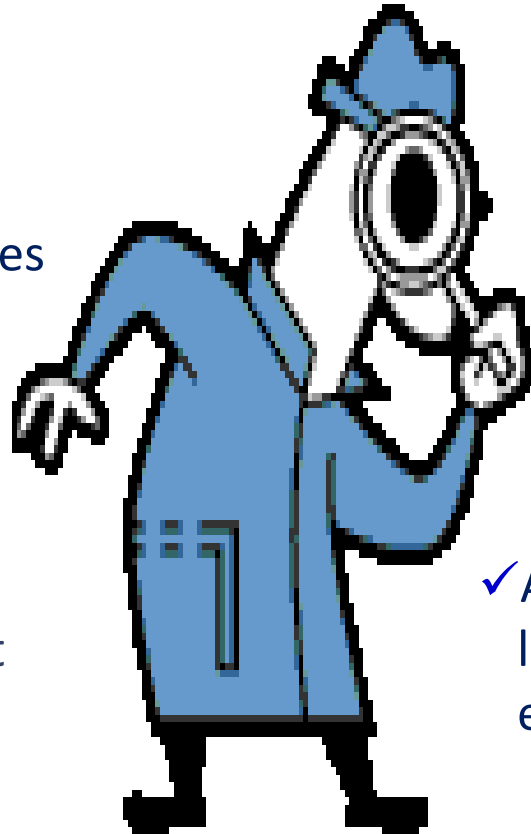


OUTCOMES AND SOURCES OF EVIDENCE



✓ Positive attitudes are displayed

✓ Unacceptable behaviours are at a minimum



✓ Sound relationships are in evidence at all levels

✓ An orderly, safe, effective learning & teaching environment is in place

What sources of evidence will enable the school to assess how effectively each of these policy outcomes are being delivered both within the classroom and at a whole-school level?

Workshop 6

Aims, Outcomes & Sources of Evidence

- Agree a further 2 aims which will enable the overarching policy aim to be achieved
- Agree a set of outcomes for learners
- Agree a set of appropriate set of sources of evidence
- Agree a review timeframe; Ongoing/Monthly/Half-termly/Termly/Annually





The Positive Behaviour Policy needs to set out its shared **aims, outcomes & sources of evidence** within agreed time scales.

	<u>Outcomes for Learners</u>	<u>Sources of Evidence</u>	<u>Timescale</u> W/M/HT/T/A
<p><u>Aim 1:</u></p> <p>Everyone actively works together to promote POSITIVE ATTITUDES by:</p> <p>e.g.</p> <p>1. Creating and sustaining a whole-school caring ethos which ensures everyone feels valued and respected.</p>	<p>e.g.</p> <p>Learners are:</p> <ul style="list-style-type: none"> • valued • confident • have a strong sense of belonging 	<p>e.g.</p> <ul style="list-style-type: none"> • Pupil/School Council surveys (e.g. c2k, PASS etc.) • Attendance records (SIMS) 	<p>e.g.</p> <ul style="list-style-type: none"> • Sept/June • Half-Termly

1. Promote positive attitudes by:
-Agree 2 ways to achieve this aim

2. Maintain an orderly & safe environment and keep unacceptable behaviours to a minimum by:
-Agree 2 ways to achieve this aim

3. Create a climate conducive to sound relationships by:
-Agree 2 ways to achieve this aim

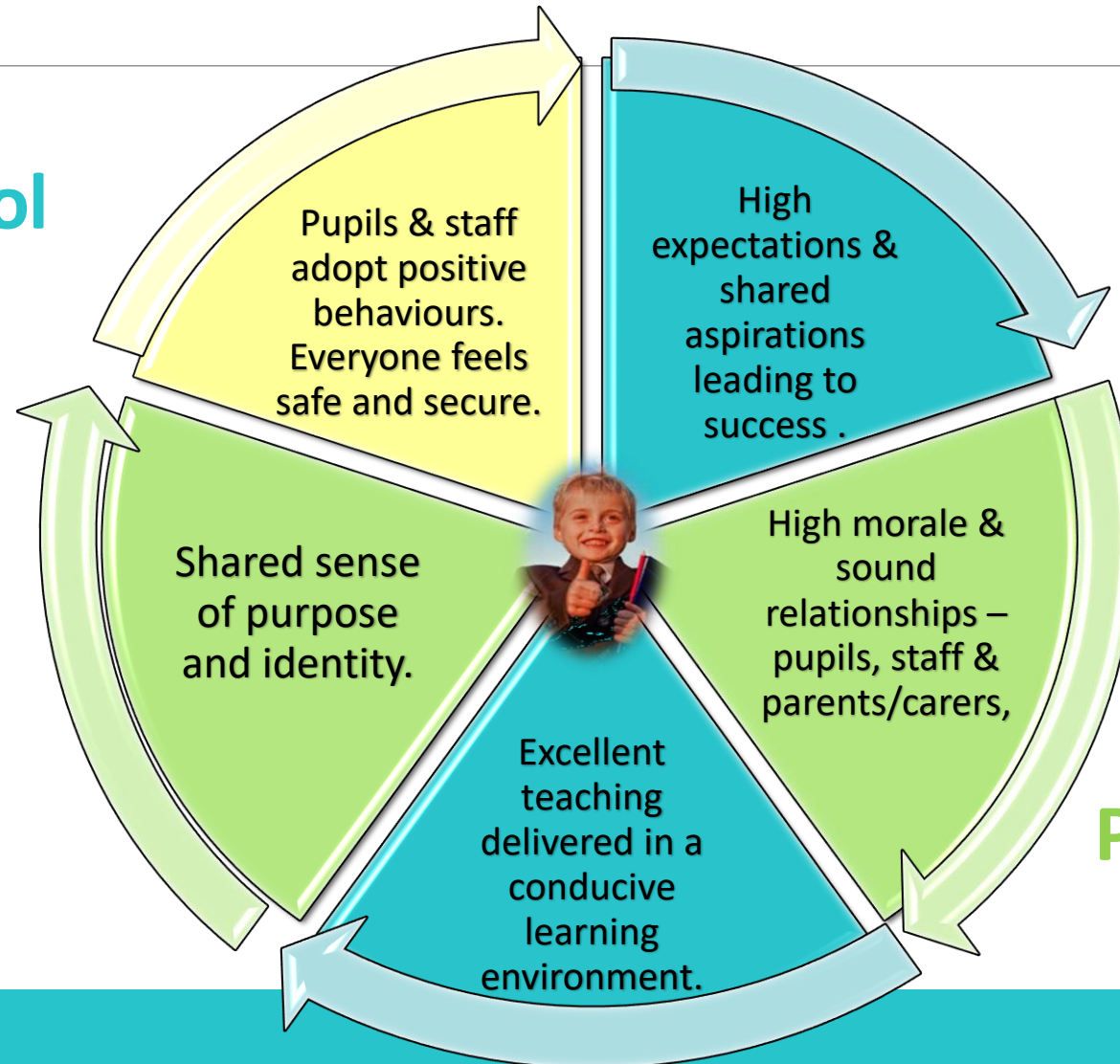
4. Create a climate conducive to effective learning and teaching by:
-Agree 2 ways to achieve this aim

Aims:	Outcomes for Learners:	Sources of Evidence:	Timescale: OG/W/M/HT/T/A
<p>Record your table's decisions on your Aims, Outcomes and Sources sheet.</p> <p>Share your decisions with the rest of the group.</p>			

Aims – Outcomes – Sources Feedback



Promoting Whole-School Well-Being



Effective Policies, Practice & Structures

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Barriers to learning are removed/reduced

Safeguarding



Development and maintenance of a learner-centred focus

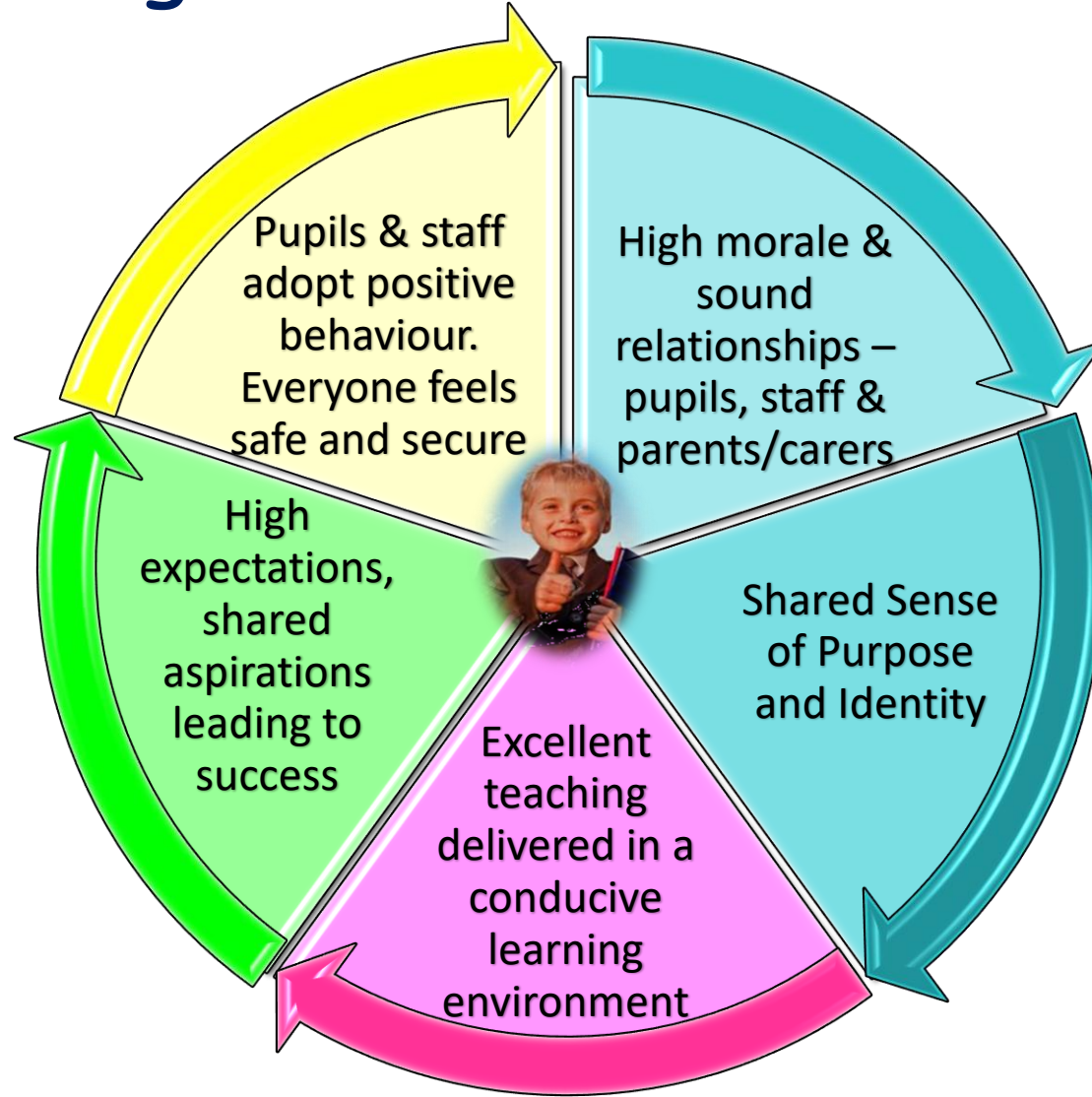
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Creation & maintenance of an ethos of aspiration & achievement

Promoting Whole-School Well-Being

Safeguarding Factors

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Creation & maintenance of an Ethos of Aspiration & Achievement

Provision of high quality Learning & Teaching

Development and maintenance of a Learner-centred Focus

Barriers to Learning are removed / reduced

EFFECTIVE POLICIES, PRACTICE & STRUCTURES

Homework for Day 2!



With your Senior Leadership Team (SLT) use the **Positive Behaviour Policy Contents Audit** to evaluate your school's current policy.

On the basis of your audit's outcomes:

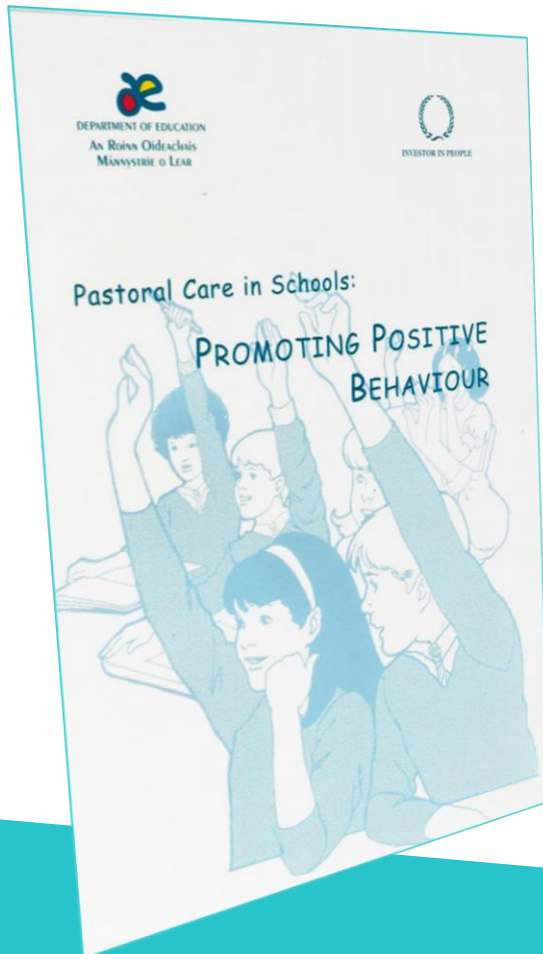
- In relation to current legislative requirements, identify the Level (1-3) within which your policy sits
- Agree the School Development Planning actions necessary to ensure your policy will fully meet current requirements

*** Bring a copy of your school's findings with you on Day 2.**



End of Day 1

The Development of a Positive Behaviour Policy Day 2



Programme for Day 2

Session 1: Key messages from Day 1 (**Design**)
Tea/Coffee

Session 2: Classroom Behaviour Management Plan (**Build**)
Reducing/Removing Barriers to Learning
Tracking/Monitoring and Review Procedures (**Maintain**)
Lunch

Session 3: Roles and Responsibilities Defined
Arrangements for CPD and Resourcing the Policy
The Annual Report to the Board Of Governors
Appendices

The Positive Behaviour Policy: A 3 Stage Process



STAGE 1 DESIGN	STAGE 2 BUILD	STAGE 3 MAINTAIN
<p>Know the basic design specifications:</p> <ul style="list-style-type: none"> • Legislative requirements (1998;2003;2007) • DE Guidance Requirements (2001) <p>Plan to incorporate structural changes:</p> <ul style="list-style-type: none"> - from aims to evidenced based outcomes - from school-centred to learner-centred - from pupil consultation to participation - from stand alone policies to clearly linked policies <p>Articulate the vision by identifying your school's:</p> <ul style="list-style-type: none"> • Shared values • Statement of Principles • Mission Statement 	<p>Staff consistently:</p> <ul style="list-style-type: none"> • Model, promote and acknowledge Positive Behaviour • Implement the agreed Classroom Behaviour Plan for Learning • Use positive management strategies • Implement the agreed support procedures • Adhere to agreed practice (roles & responsibilities) • Follow agreed Reporting & Recording procedures (SIMS) 	<p>There is consistent:</p> <ul style="list-style-type: none"> • High leadership visibility • Use of consequences • Use of staff, parent/carer & pupil surveys/audits • Partnership with the School Council • IEP/IBP/RRP/reviews • Data monitoring (SIMS) & assessment of the efficacy of outcomes for the Annual Report to the Board of Governors • Staff training
Day 1	Day 2	

The Positive Behaviour Policy

Informed and guided by:

LEGISLATION:

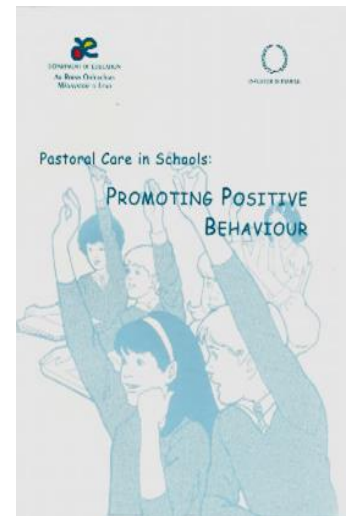
- Education (NI) Order (1998);
- Welfare & Protection of Pupils Education & Libraries (NI) Order (2003);
- The Education (2006) Order (Commencement No. 2) Order (NI) (2007)

DE GUIDANCE:

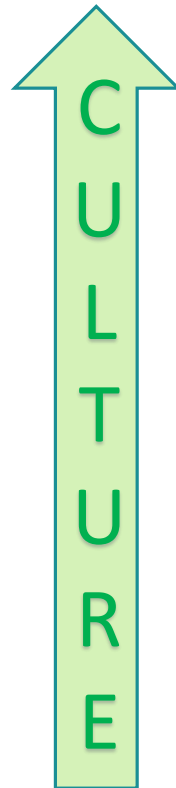
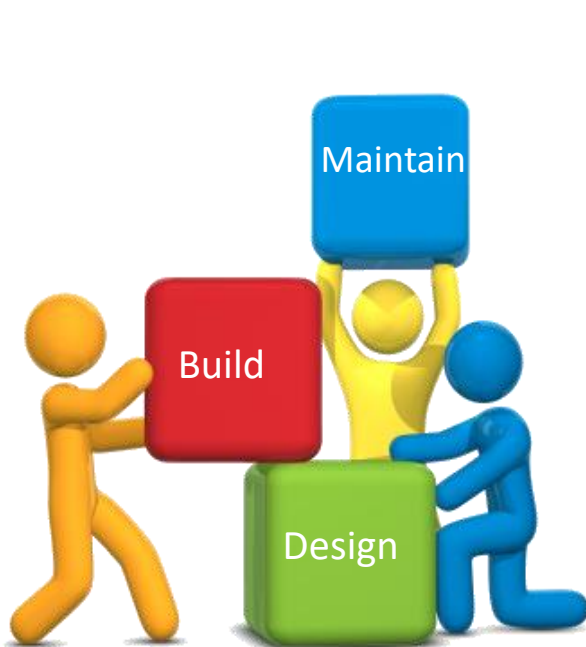
- Promoting Positive Behaviour (2001);
- Scheme for the Suspension & Expulsion of Pupils in Controlled Schools (2015);
- Safeguarding and Child Protection in Schools: A Guide For Schools (2017)

PUBLICATIONS:

- Every School is A Good School (2009), ETI;
- Together Towards Improvement (2011);
- ETI: Inspection and Self-Evaluation Framework (2017)



Day 1: Key messages – Design The Culture



Aims, Outcomes and Sources of Evidence

Effective Principles (The Governors Standards for Behaviour)

Mission Statement

Values

Consultation and Participation

Positive Behaviour Policy Contents Audit

Legislation and Guidance

Workshop 1: Homework Feedback

At your table:

- Share the findings from the Audit of your current Positive Behaviour Policy
- What are the common issues which the Audit raised?
- Agree what actions these issues would require and record using the table below
- Present your findings to the other groups

3 Common Issues Raised Are:	Identify Actions Required:
e.g. No outcomes identified	

Feedback: Positive Behaviour Policy Audit Homework





Tasks → Policy → Practice

T A S K S

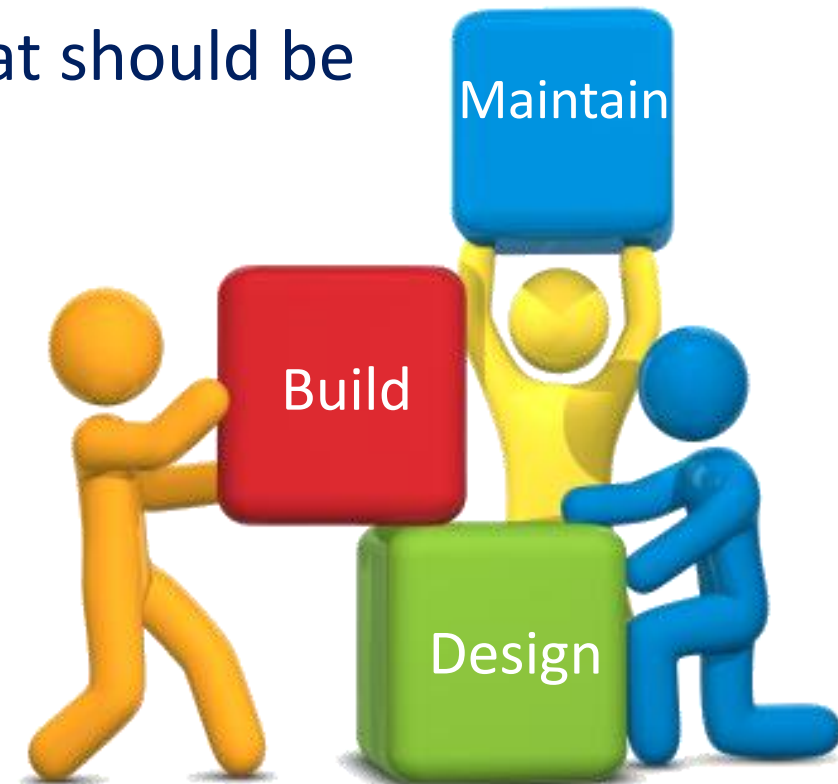
1. **Agree Values**
2. **Define key written principles**
3. **Draw up a mission/ethos statement**
4. **Identify and agree expected outcomes**
5. **Agree a Class Behaviour Management Plan with Pupils**
 - **Clarify rights and responsibilities** (pupils, staff, parents/carers Governors)
 - **Agree desirable & undesirable behaviour for learning**
 - **Generate rules and routines**
 - **Establish a hierarchy of rewards & sanctions**
6. **Define roles, responsibilities & support provided**
7. **Resource the implementation of the policy**
8. **Set up regular monitoring and review procedures**
9. **Submit Annual Report to Governors**



The Positive Behaviour Policy Framework

Gives the Context, Headings and Guidelines for what should be included in the Positive Behaviour Policy.

i.e. Legislation and Guidance, Governors duties, Consultation and Participation, Mission Statement, Principles, Safeguarding, Support, aspects of the Classroom Behaviour Management Plan (including Rewards and Sanctions), Key Roles, Linked Policies, Policy Review, CPD.



There is an urgent need to review and update the pastoral policies to remove the inconsistencies and ensure that positive behaviour is promoted by all of the teachers.

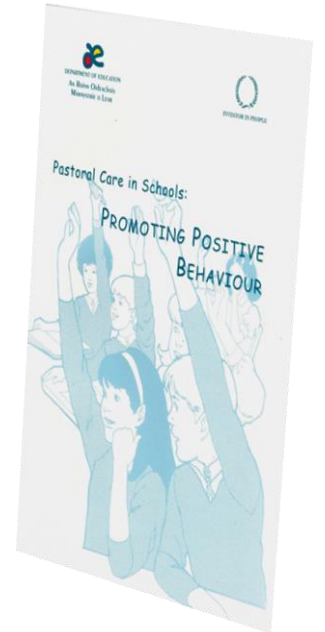
ETI 2012



Workshop 2

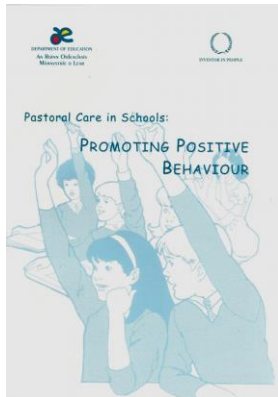
What does promoting positive behaviour look like within the classroom?

Imagine you are an ETI Inspection Team.
Create a checklist for the 5 key features you would expect to find when positive behaviour is being promoted.
Use the flipchart sheets to record and share what you have agreed.

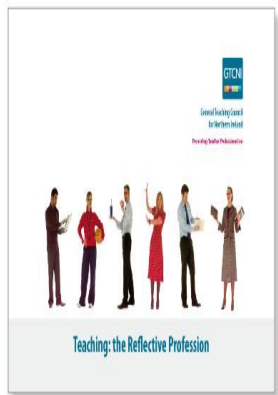


Feedback: What does promoting Positive Behaviour look like within the classroom?





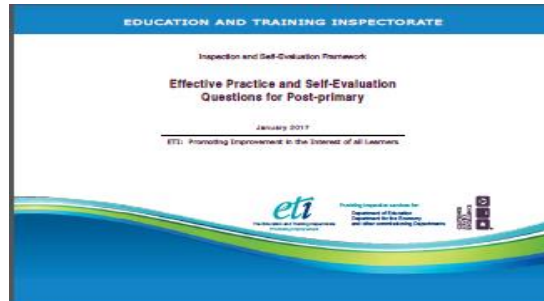
“The establishment of an effective behaviour policy is not only a legal duty upon Boards of Governors and school principals and the cornerstone of pastoral care work, but is also fundamental to successful work in the classroom.” Pastoral Care In Schools: Promoting Positive Behaviour, DENI, 2001.



...a knowledge & understanding of a range of strategies to promote & maintain positive behaviour, including an acknowledgement of the pupil voice, to establish an effective learning environment. PC 7.

Teachers will secure and promote a standard of behaviour that enables all pupils to learn pre-empting and dealing with inappropriate behaviour in the context of school policies and what is known about best practice. PC 22.

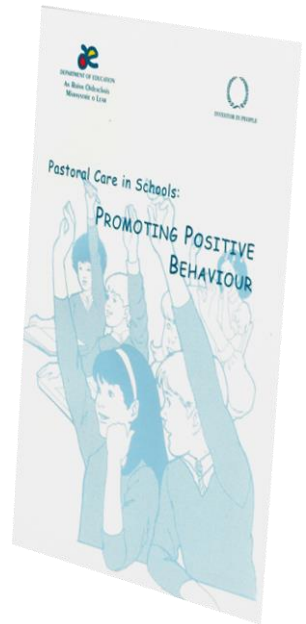
ISEF Question: How do we ensure that behaviour for learning is positively and consistently promoted?



Answer: Develop **A Classroom Behaviour Management Plan for Learning with your pupils to promote effective learning & teaching within your classroom**

The Classroom Behaviour Management Plan for Learning:

A 5 Stage Values Driven Model



A 5 Stage Process



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Key Questions for the first four stages of the Class Behaviour Management Plan for Learning:

Stage 1: What **values** will promote a positive learning environment within our classroom?

Stage 2: On what **rights & responsibilities** will our classroom behaviour plan for learning be based?

Stage 3: What **desirable learning behaviours** will enable everyone in this classroom to learn and enable the teacher to teach?

Stage 4: What **rules/routines** do we need in our classroom to ensure that everyone can: work, learn & teach without interruption, concentrate and achieve?



Workshop 3

Complete A Classroom Behaviour Management Plan for Learning

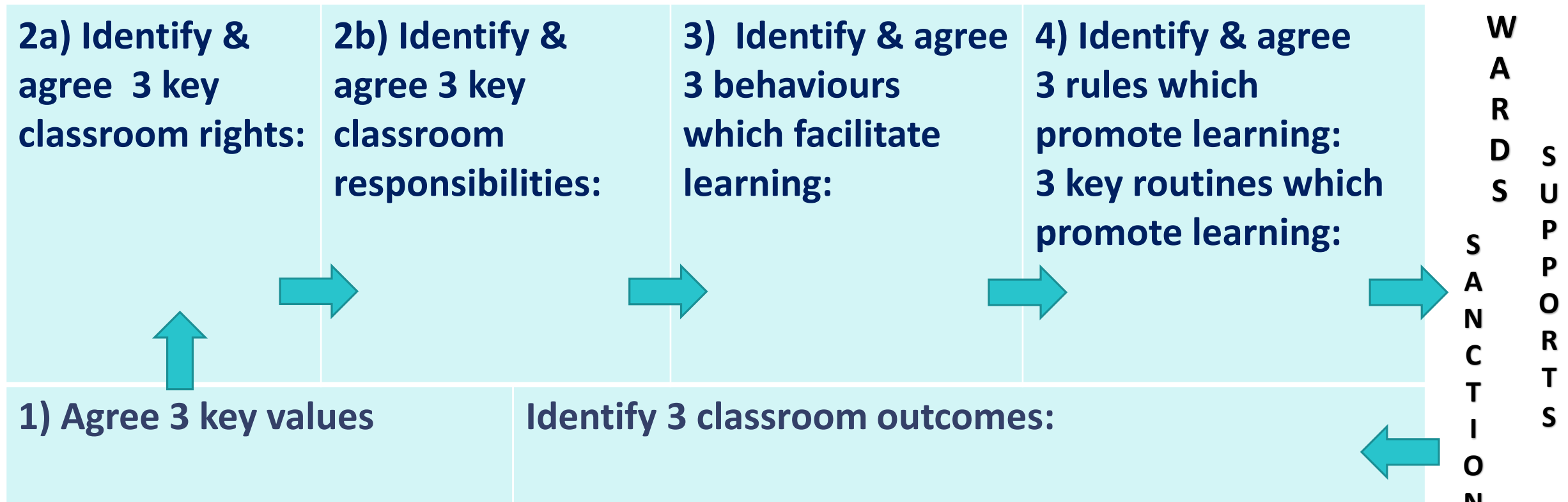


Use the key questions to work through the process and complete the first 4 stages of the Classroom Behaviour Management Plan for Learning process.

Record your decisions on the sheet.

Present your thinking to the other groups.

Classroom Behaviour Management Plan For Learning (Stages 1-4):



Design, Build and Maintain A Positive Classroom Learning Environment For All

Feedback: Classroom Behaviour Management Plan for Learning Stages 1-4



Sample worksheet:



Sample worksheet:



**These
behaviours...**



**...from learning &
achieving in class**



Sample: Year 8 Class Behaviour Management Plan for Learning (Stages 1-4)

**In our class
EVERYONE has a right to:**

1. LEARN
2. BE SAFE – physically & emotionally
3. HAVE A VOICE - Have their views sought & listened to

POSITIVE CLASSROOM OUTCOMES:

1. WE have a HAPPY classroom in which EVERYONE WORKS AND ACHIEVES
2. WE STAY ON TASK, there is MORE LEARNING and TEACHING
3. WE UNDERSTAND HOW TO help ourselves LEARN

**In our class
EVERYONE has a responsibility to BEHAVE in ways which ensures everyone:**

- Learns without interruption
- Is safe both physically & emotionally
- Has their opinions listened to without

Our class Behaviours For Learning are:

1. LISTENING
2. FOLLOWING INSTRUCTIONS
3. CO-OPERATING

Our 3 class Rules For Learning are:

1. We listen when someone is speaking
2. We do what we are asked and follow instructions
3. We help each other and take part in class activities

**OUR SHARED VALUES
It's important that in our class EVERYONE:**

- Is happy, hard working, supports each other, achieves, celebrates our successes, asks for help when needed, is challenged, is motivated and wants to succeed
- Values each other's work & opinions, has a positive attitude, behaves responsibly, co-operates, participates in group work, meets deadlines
- Includes everyone, keeps each other safe both physically and emotionally, & reflects on our progress





**Up next: Video-clip
'Out of Control
Classroom'**

**What is missing in
this classroom?**

<https://youtu.be/30tHHmlobds>

Whole Class Rules Should Be:

- Agreed within the Classroom Behaviour Management Plan For Learning
- Phrased positively
- Applicable at all times
- Instantly observable (met/not met)
- Start with a verb
- Do not include adverbs such as quickly/immediately/quietly (these are too subjective!)
- Include one 'social' rule, e.g. Keep hands, feet and unkind words to yourself

Samples of Class Rules:

To enable everyone to learn & achieve we agree to keep these learning rules at all times throughout the day:

E.g.

- ✓ Come prepared to work
- ✓ Follow instructions
- ✓ Stay on task
- ✓ Take turns to speak
- ✓ Be a S.T.A.R worker
(STAR: Stop/Think/Act/Review)

E.g.

- Listen when someone is speaking
- Ask when help is needed
- Take care of the classroom & each other
- Keep hands, feet, objects and unkind words to ourselves

Classroom Routines are required for:

- **Entering/leaving classroom**
- **Meet and Greet**
- **Late arrivals**
- **Asking for help**
- **Transitions between activities**
- **Gathering/collecting in resources**
- **Group work**
- **Gain attention routines**
- **Recording homeworks**
- **Seating plan**
- **End and Send**
- **Moving around the school etc.**

E.g. Lining up song

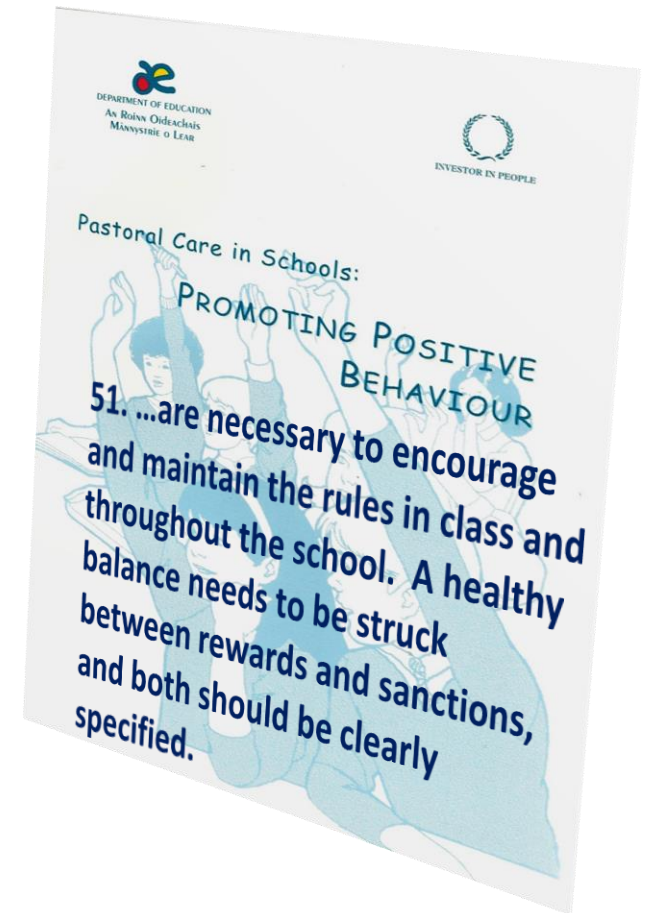
<https://youtu.be/TKHXbR-ideg>

The Class Behaviour Management Plan Stage 5: Rewards & Sanctions



How balanced is the system of rewards and sanctions?

Involve the pupils in the design of this system.



Teach pupils that Rewards & Sanctions are the consequences of their choices...

I chose to talk when the teacher was talking



Poor choices result in sanctions



I chose to listen when the teacher was talking



Good choices result in rewards



Workshop 4

Rewards and Sanctions

Using the rewards/sanctions sheets:



What are the rewards that will motivate pupils to learn and achieve in our class?

What are the sanctions that will help pupils to make better choices?

Sample worksheet:



**These rewards
motivate us...**



**...to make good
choices.**

Blank green scrollable box for notes.

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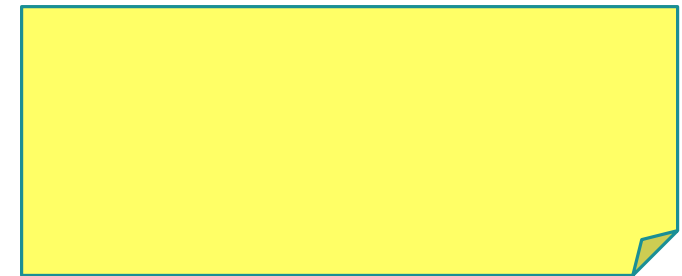
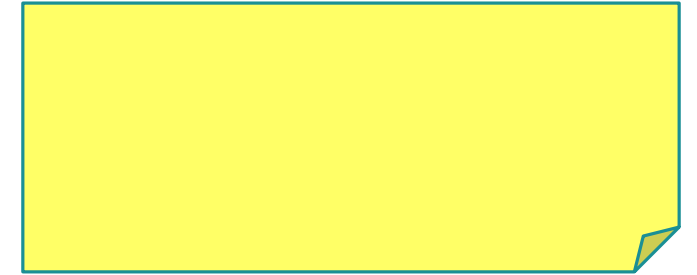
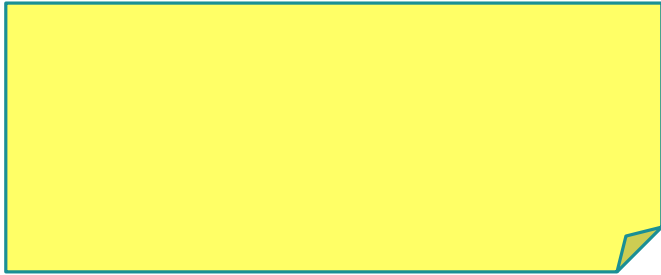
Sample worksheet:



**These
sanctions...**



**...to make better
choices.**



Feedback: Rewards and Sanctions



Key questions for Stage 5 of the Classroom Behaviour Management Plan For Learning: Rewards and Sanctions

What are the rewards that will motivate pupils to learn and achieve in our class?

What are the sanctions that will help pupils to make better choices?



***PUPIL VOICE IS KEY:THIS EXERCISE NEEDS TO BE DONE WITH ALL PUPILS**

Use a whole-class reward system

Give the class a point...

Each time you see ANYONE in the class engaging in a desirable & agreed learning behaviour e.g.

- ✓ *Following instructions*
- ✓ *Meeting deadlines*
- ✓ *Putting equipment away*
- ✓ *Listening*
- ✓ *Co-operating in a group*
- ✓ *Being on task*

Total: ** = activity**
e.g. 2min of music

I've just seen someone... well done! That's a point for the class!



Workshop 5

A whole-class reward system

Choose a positive learning behaviour, e.g. good listening, and suggest CREATIVE ways this behaviour could be:

- Recorded
- Acknowledged
- Rewarded

Feedback to group.



That's a point for the class. Well done

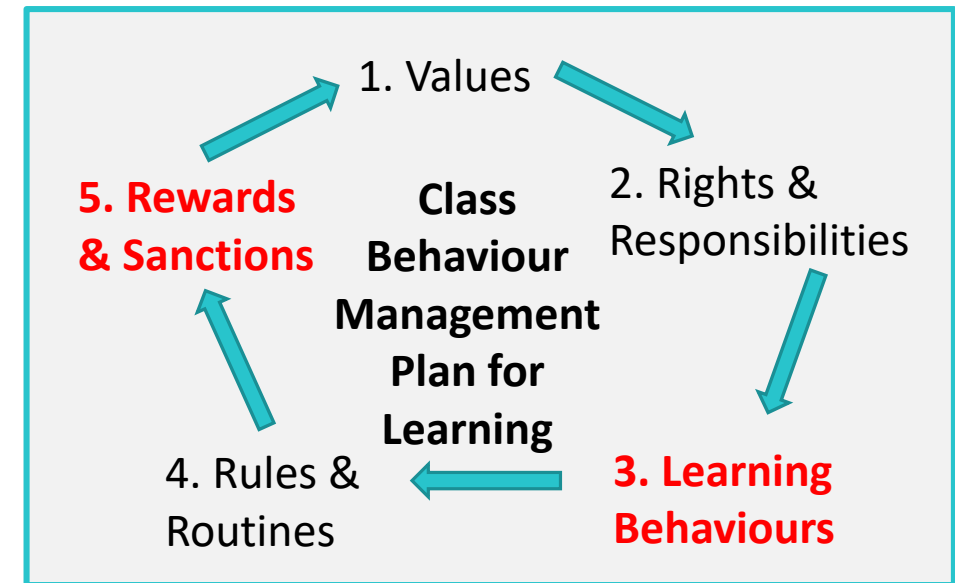


Feedback: A whole-class reward system



Regular & Sustained Use Of A Whole-Class Reward System:

- Emphasises the positive
- Promotes & reinforces the key learning behaviours identified in the Class Management Plan
- Enables tracking and monitoring of how effectively the Class Behaviour Management Plan is in promoting the desirable learning behaviours
- Involves pupils in baselining & class-assessment
- Gives pupils ownership
- Provides motivation
- Promotes inclusion and a sense of belonging
- Gives a cause for celebration!



Acknowledge & Celebrate

Learner Award



Congratulations



Is:

- coming fully equipped to class
- staying on task

_____ (Class Teacher)
 _____ (Vice Principal)
 _____ (Principal)

Success



Year 9 Class Learner Award



_____ (Name)

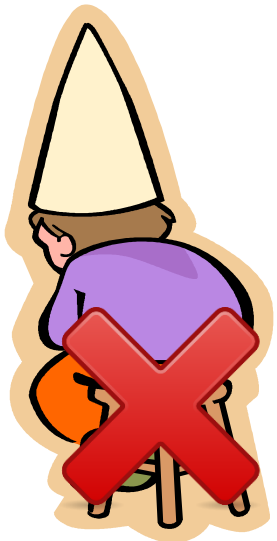
Thank you for:

- ✓ Following Instructions
- ✓ Staying on Task
- ✓ Listening

_____ (Class Teacher)
 _____ (Vice Principal)
 _____ (Principal)

Sanctions should be:

- ✓ Individual
- ✓ Part of the agreed Classroom Behaviour Management Plan for Learning
- ✓ Linked to pupils' choice(s)
- ✓ Based on agreed consequences
- ✓ Fair & proportionate, never humiliating (Safeguarding issues)
- ✓ Measured against frequency & duration
- ✓ Immediate* e.g. miss a turn, wait behind for 1 minute
(*Follow up asap if to be deferred)
- ✓ Viewed as deterrents – NEVER as punishments
- ✓ Restorative: *Sanctions should provide opportunities for reflection,*
- ✓ *i.e. How can this be put right? What different choice could you make next time?*



Frequency Based System



How will the Mr & Mrs Invisibles be rewarded for making the best choices?



How and at what point will a support plan (IEP/IBP) be implemented to reduce undesirable learning behaviours?

OCCASIONALLY CHOOSES

to:

- ✓ -
- ✓ -
- ✓ -

OFTEN CHOOSES to:

- ✓ -
- ✓ -
- ✓ -

MOSTLY CHOOSES to:

- ✓ -
- ✓ -
- ✓ -

MOSTLY CHOOSES NOT

to:

- ✓ -
- ✓ -
- ✓ -

OFTEN CHOOSES NOT to:

- ✓ -
- ✓ -
- ✓ -

OCCASIONALLY CHOOSES

NOT to:

- ✓ -
- ✓ -
- ✓ -



Consistently use the Classroom Behaviour Management Plan for Learning as a tool to create and build an effective teaching and learning environment:

Learning is positively and consistently promoted: (ISEF)

Active discussion & agreement

Plan displayed & consistently implemented

Kept under review & amended by staff & pupils

Barriers:

Teachers may consider they are giving away control

Logistics are more difficult in post-primary

It may become a tick box process

Key benefits:

Less teaching time lost, learning time is maximised

Positive relationships are promoted; partnership approach is facilitated

Allows for progression; positive learning behaviours identified & reinforced & new behaviours developed

Creates best possible environment for pupils to reach their full potential

Improved morale for all

Evidence that this process has been followed:

E.g.

- Photographic record of pupils and staff participating in baselining behaviours e.g. How good is our class at listening? ‘Vote with your feet’, then repeat this baselining activity to measure the progression in listening after a focussed intervention e.g. whole-class reward system, has been implemented
- Pupil and staff records e.g. completed worksheet (see sample on slide)
- Classroom Behaviour Management Plan for Learning is clearly displayed and pupil participation is apparent

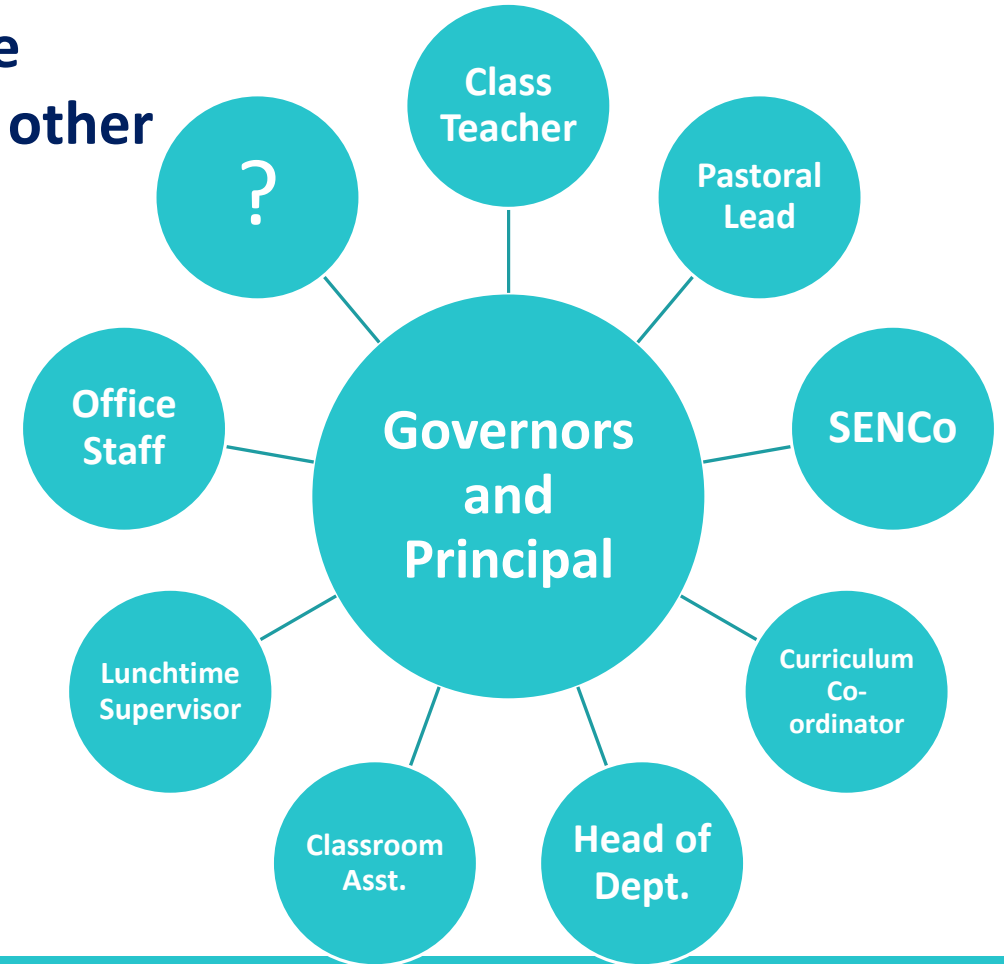
* Retain evidence



Class teachers are responsible for promoting positive behaviour within their classroom, what about these other roles and responsibilities?

Define Roles and Key Responsibilities

- Recording
- Reporting
- Liaising with parents/carers
- Liaising with Special Education
- Liaising with other external agencies
- Collecting Data
- Evaluating Data
- Who/how are Governors kept informed
- Policy development and review



Support: Reducing/removing barriers to learning

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



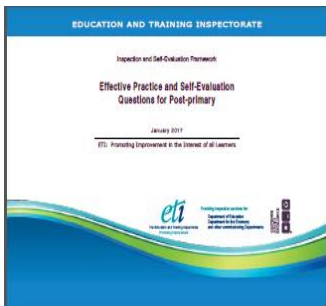
Support: Reducing/removing barriers to learning

Q. How far do learners with SEN achieve the highest possible standards?

Q. How well do individual learners at all levels of ability, surmount the barriers they may have to learning and achieve their full potential?



All pupils are supported effectively to overcome barriers to learning and to realise their potential



IEP's Should Be Used To Track, Monitor and Review Pupil Progress

IEP's are well-focused on realistic targets, guide work in the classroom, are used regularly, and effectively monitored and updated;

The teachers involve the learners with SEN in tracking and recording their own progress, and in reflecting on what they have been able to do, what has been problematic, and how they might do even better;

The assessment evaluates the efficacy of the intervention processes, and the subsequent improvement in the learners' achievements



How do we ensure that the interventions we implement for individual pupils impact positively on the progress in learning they make?

Effective interventions and support need to be in place to help Danny overcome his barriers to learning.



Danny **MOSTLY** chooses not to follow instructions

IEP

Follow instructions

Reward TATTS



Danny **OFTEN** chooses not to follow instructions

Danny **SOMETIMES** chooses to follow instructions

Supporting Pupils To Remove/Reduce Barriers To Learning

- With the pupil, 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
- With the pupil, track, monitor & review progress
- Celebrate success together!

My Reflection Sheet

RATHMORE EDUCATIONAL GUIDANCE CENTRE
Primary Team

Name: _____

Date: _____

Class: _____

What happened?

What did I do?

I could have.....

What did I feel?

This would have helped...

What did I think?

Challenge the thought...

What was my body language?

I could try.....

Choices & Consequences

RATHMORE EDUCATIONAL GUIDANCE CENTRE
Primary Team

Name: _____

Date: _____

Hardly ever

1 2 3 4 5 6 7 8 9 10

Almost always

Good choices



Be Gentle

Keep your hands and feet to yourself
Look after property



Show Respect

Be polite
Wait your turn
Raise your hand
Be quiet

Wrong choices



Be Rough

Kicking
Snatching
Grabbing
Pushing
Shoving
Taking property
Punching



Show Disrespect

Pushing in front
Shouting out
Swearing
Using unkind words
Making random noises
Loud fidgeting

My Big Plan

RATHMORE EDUCATIONAL GUIDANCE CENTRE
Primary Team

Name: _____

Date: _____

Class: _____

Things I find easy:



Things I find tricky:



My targets



I need to...



Who will help me and when?



How did I get on?



Individual target & strategy review

RRP Monitoring & Assessment Record: Pupil _____

Class _____

Behaviour Support Sheet: NAME _____ CLASS _____ DATE _____

T1. My target is to: Reduce the number of angry outbursts in a week

My Strategy: Ice cube melt

Think positive: self-talk: I need to stop & tell an adult

Debriefing: My Reflection Sheet

3 = My Target is fully met 2 = My Target is mostly met 1 = I struggle to meet my Target

TIME	Target 1			TEACHER	Strategy used and helpful		Parent
	3	2	1		Yes	No	
Before break	😊😊	😊	😊	3 2 1	😊 Yes	😊 No	
During break	😊😊	😊	😊	3 2 1	😊 Yes	😊 No	
After break	😊😊	😊	😊	3 2 1	😊 Yes	😊 No	
During lunch	😊😊	😊	😊	3 2 1	😊 Yes	😊 No	
After lunch	😊😊	😊	😊	3 2 1	😊 Yes	😊 No	

I have reduced my angry outbursts

- A little
- Well
- Very Well

Comments

Ice Melt strategy is working

- Well Very well
- stop & tell an adult is working
- Well Very well
- ction Sheet is working
- Well Very well

Danny & I agree to:

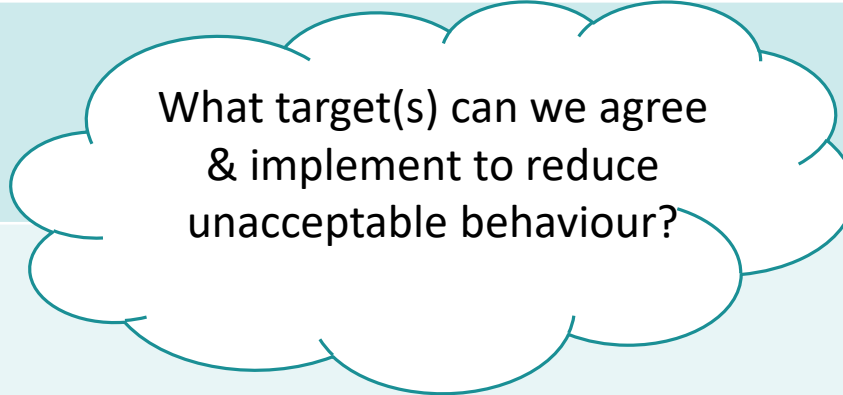
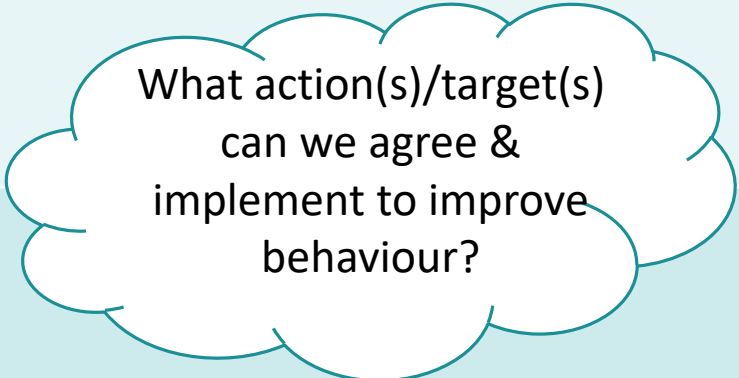
- Continue with all of the strategies
- Make a change - see below

Teacher _____

Pupil _____

Parent/Carer _____

Involve Pupils in Self-Assessment: Track and Monitor Frequency Of Behaviour

Our Learning Behaviour for this week is:		Our Learning Behaviour for this week is:	
FREQUENCY	Class Plan for Learning: REWARD OPTIONS	FREQUENCY	Class Plan for Learning: REWARD OPTIONS
Sometimes Chooses to...	Praise & rule descriptor e.g. 'Well done for listening when someone is talking'. Smile/Thumbs up/Affirmations (3 A's)/1 Sticker/Bronze Draw	Sometimes Chooses not to...	 <p>What target(s) can we agree & implement to reduce unacceptable behaviour?</p>
Often Chooses to...	 <p>What action(s)/target(s) can we agree & implement to improve behaviour?</p>	Often Chooses not to...	
Mostly Chooses to...		Mostly Chooses not to...	

Discuss:

1. What do you need to **resource your Positive Behaviour Policy?**

Think about:

- Staff development
- Materials



2. What challenges are there within the current climate?



Continual Professional Development Training should focus on:

- Routines; a scaffold for conduct, high expectations for behaviour
- Relationships; understand that relationships change behaviour, promoting inclusion and limiting exclusion
- Responses; strategies and interventions for de-escalating confrontation, resolving conflict, redirecting unproductive behaviour
- Restorative practice
- The needs of pupils

Procedures for Monitoring and Review



Matters to be addressed in School Development Plans

1. A statement and evaluation of the ethos of the school.
2. A summary and evaluation, including through the use of performance and other data, of the school's strategies for:
 - (a) providing for the special, additional or other individual educational needs of pupils;
 - (b) promoting the health and well being, child protection, attendance, good behaviour and discipline of pupils;

The Education (School Development Plans) Regulations (NI) 2010

The Annual Report to Governors should, on the basis of evidence, determine how effectively the Policy is delivering the agreed Policy Outcomes:

- Positive attitudes are evident
- Unacceptable behaviours have been reduced
- Sound relationships exist
- An effective teaching and learning environment is demonstrated

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Key Appendices

- DE Suspension and Expulsion Procedures, 2004 and EA Scheme For The Suspension and Expulsion of Pupils In Controlled Schools
- Reasonable Force and Safe-handling Policy 2004
- Complaints Procedures

Tasks → Policy → Practice

1. Agree Values
2. Define key written principles
3. Draw up a mission/ethos statement
4. Identify and agree expected outcomes
5. **Agree a Class Behaviour Management Plan with Pupils**
 - Clarify rights and responsibilities (pupils, staff, parents/carers Governors)
 - Agree desirable & undesirable behaviour for learning
 - Generate rules and routines
 - Establish a hierarchy of rewards & sanctions
6. Define roles, responsibilities & support provided
7. Resource the implementation of the policy
8. Set up regular monitoring and review procedures
9. Submit Annual Report to Governors

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Updating your policy

- Step 1:** Use the Positive Behaviour Policy Contents **Audit** on your school's current Positive Behaviour Policy.
- Step 2:** Take action through the **School Development Plan** to 'plug the gaps' in light of the Audit findings.
- Step 3:** Ensure that active **consultation and participation** are part of the process.
- Step 4:** **Share** the updated Policy with all stakeholders.
- Step 5:** Along with the Board of Governors, regularly use performance and other data to assess the efficacy of the Policy outcomes. **Review** the Policy annually, or as required i.e. in relation to new legislation/guidance, in response to a 'new' situation or in light of an incident.
- Step 6:** Ensure that the Policy continues to work effectively in partnership with the other **linked safeguarding policies**.

Learners



Board of Governors



Parents & Carers



All Staff



“A whole-school policy is required: one which is developed, understood, accepted and operated with consistency by the whole school.”

Para. 16, Promoting Positive Behaviour, DE 2001.



Creating a Culture:

How school leaders can optimise behaviour

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

March 2017

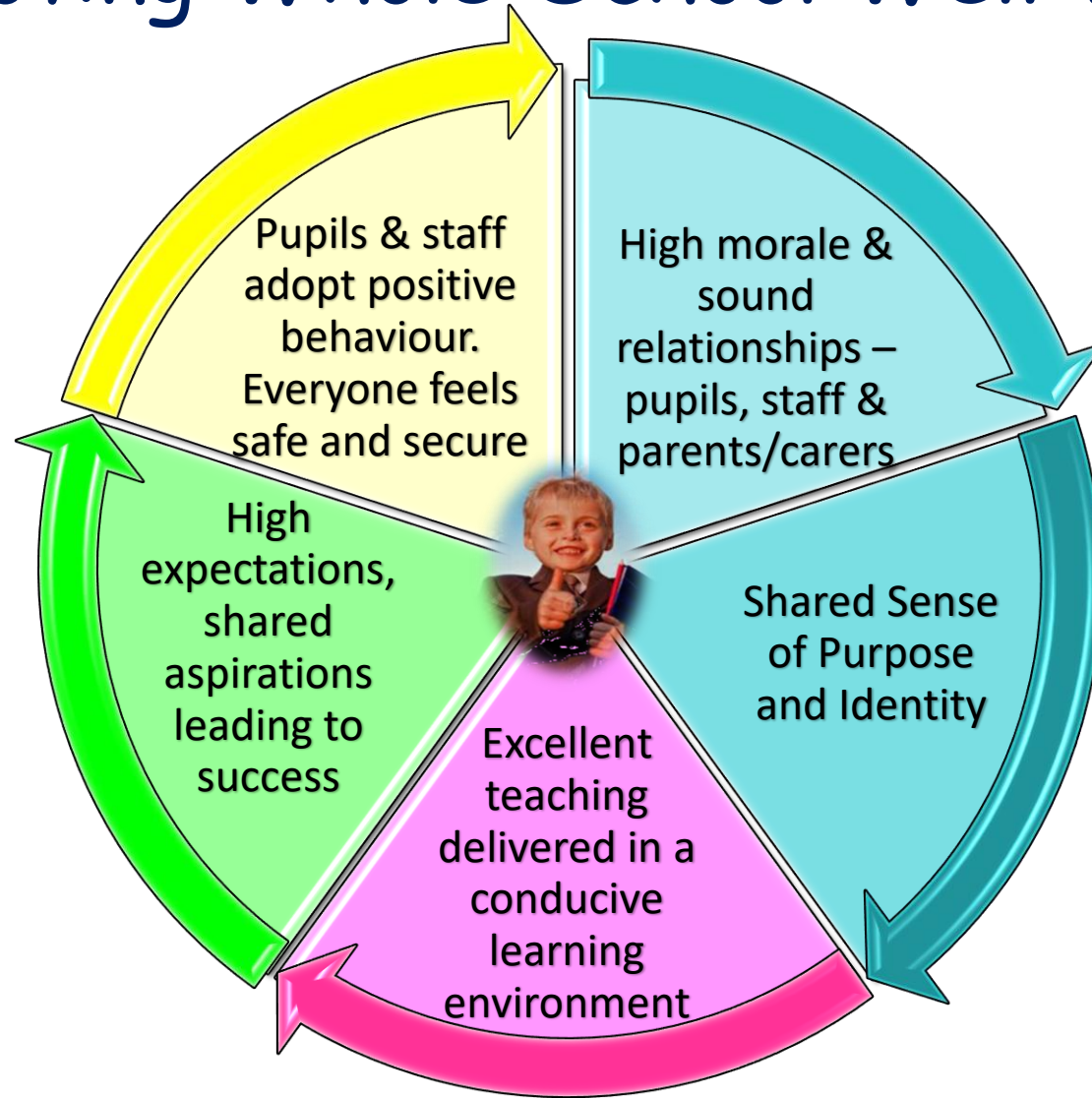
Tom Bennett

Independent review of behaviour in schools

Safeguarding Factors

Promoting Whole-School Well-Being

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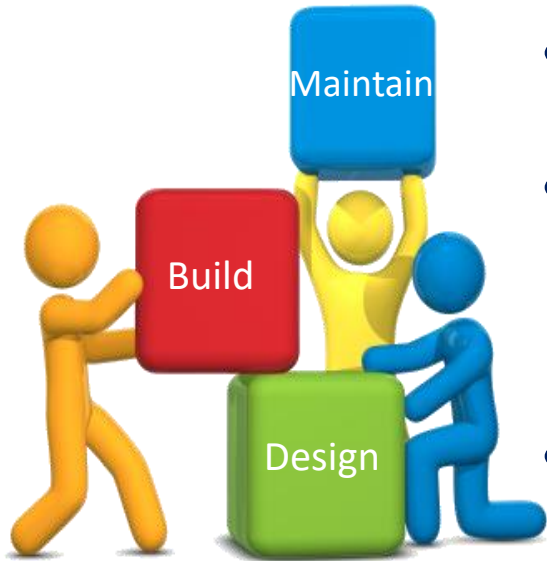
Creation & maintenance of an Ethos of Aspiration & Achievement

Provision of high quality Learning & Teaching

Development and maintenance of a Learner-centred Focus

Barriers to Learning are removed / reduced

EFFECTIVE POLICIES, PRACTICE & STRUCTURES



- **DESIGN** the school culture you want to see
- **BUILD** that culture in practice with as much detail and clarity as possible
- **MAINTAIN** that culture constantly

Through consistent implementation of your effective Positive Behaviour Policy

GET BUILDING

Please complete your evaluation.



End of Day 2