



POSITIVE BEHAVIOUR POLICY FRAMEWORK

Purpose

Use this Framework as a support to develop your Positive Behaviour Policy.

Positive Behaviour Policy Working Group

POSITIVE BEHAVIOUR POLICY FRAMEWORK: Use in conjunction with the Positive Behaviour Contents Policy Audit

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

Pastoral Care in Schools: Promoting Positive Behaviour, 2001

CONTEXT	HEADINGS	GUIDELINES
<p><i>“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.”</i></p> <p>Pastoral Care in Schools: PROMOTING POSITIVE BEHAVIOUR, DE, 2001 pg. 3</p>	<p>Legislation & Guidance</p>	<p>Policy informed and guided by:</p> <p>Current legislation</p> <ul style="list-style-type: none"> • Health and Safety at Work NI Order 1978 • The Children (Northern Ireland) Order 1995 • The Human Rights Act 1998 • The Education (NI) Order, 1998 • Welfare and Protection of Pupil’s Education and Libraries (NI) Order 2003 • The Education (2006 Order) (COMMENCEMENT NO. 2) ORDER (NORTHERN IRELAND) 2007 • The Education (School Development Plans) Regulations (NI) 2010 • Special Educational Needs and Disability Act (Northern Ireland) 2016 • Addressing Bullying in Schools Act (NI) 2016 <p>DE guidance</p> <ul style="list-style-type: none"> • Pastoral Care in Schools: Promoting Positive Behaviour, DE 2001 • Safeguarding and Child Protection in Schools. A Guide for Schools, DE 2017 <p>ETI</p> <ul style="list-style-type: none"> • Inspection and Self-Evaluation Framework 2017
<p><i>“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.”</i></p> <p>Every School a Good School – The Governors’ Role: A Guide for Governors, DE, 2017 pg. 27</p>	<p>Duties: Board of Governors</p>	<ul style="list-style-type: none"> • 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, EA and CCMS (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

		<ul style="list-style-type: none"> • 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
<p><i>“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.”</i></p> <p>Every School a Good School, DE, 2017 pg. 35</p>	Duties: Principal	<ul style="list-style-type: none"> • Determine measures (rules and enforcement) which the school will take to: <ol style="list-style-type: none"> 1. Promote self-discipline and respect for authority amongst pupils 2. Encourage good behaviour and respect for others 3. 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 free of charge to parents. • Copy of the Positive Behaviour Policy is available – website; from office
<p><i>“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.”</i></p> <p>ISEF Governors/Preschool/Primary/Post-primary/EOTAS/Special Schools ETI, 2017 pg. 11</p>	Area Learning Community arrangements	<ul style="list-style-type: none"> • Board of Governors and Principal’s responsibility to ensure that policies are pursued to promote good behaviour and discipline among registered pupils is extended to cover all pupils attending the school whether registered or not. <p><i>“...the punishment of detention after school after school may be imposed only by the principal of (or an authorised teacher in) the school at which a pupil is registered...”</i></p> <p><i>...misdemeanours which warrant detention should be reported to the school at which the pupil is registered to enable it to decide on the appropriate action to be taken.”</i></p> <p style="text-align: right;">The Education Order (NI) 2007.</p>
<p>“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 pg. 13</p> <p><i>“School leaders monitor and evaluate effectively school outcomes, policies, practices and procedures and the School Development Plan itself.”</i></p> <p>Every School a Good School – A Policy for School Improvement 2009 : Annex B Indicators of Effective Performance</p>	<p>Consultation & Participation Process with:</p> <ul style="list-style-type: none"> • <i>parents</i> • <i>pupils</i> • <i>Governors</i> • <i>Staff teaching and non-teaching</i> 	<p>Outline how the process of participation and ongoing consultation is managed and the methods used to gather data.</p> <p>Consultation methodologies:</p> <ul style="list-style-type: none"> • Questionnaires • Online surveys • Focus groups • Wholeschool School Development Planning Tool (baseline audits) (C2K) <p>Statutory consultation requirements:</p> <ul style="list-style-type: none"> • Annual whole school baseline audit involving pupils, parents, all staff and Governors • Analysing results and providing feedback to all participants

<p><i>"..the inspection team will evaluate the extent to which leadership encourage pupil involvement in discussions and decisions on aspects of school life...to ensure the student voice is represented."</i></p> <p>DE Circular on Pupil Participation 2014/14</p>		<ul style="list-style-type: none"> • Use results to address concerns; inform and guide amendments to policy and procedures; identify CDP requirements; inform the SDP and monitor and evaluate policy efficacy
<p><i>"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:"</i></p> <p>Pastoral Care in Schools: PROMOTING POSITIVE BEHAVIOUR, DE, 2001 pg. 6</p>	<p><i>Mission Statement (key principles and values espoused by the school and supported by Board of Governors and all staff)</i></p>	<p>Introductory statement such as the following may be included:</p> <p><i>"We aim to create a calm and caring community where teachers teach and children learn."</i></p> <p><i>"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."</i></p>
<p><i>"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."</i></p> <p>Every School a Good School – A Policy for School Improvement 2009 : Annex B Indicators of Effective Performance</p>	<p><i>Rationale/Guiding Principles</i></p>	<ul style="list-style-type: none"> • Policy and procedures should promote good behaviour and discipline • Policy should draw together all aspects of pupil welfare, i.e. pastoral care, child protection, pupil behaviour, health and well-being, safety and security • Policy should create and maintain an ethos which promotes aspiration, achievement and restoration
<p><i>"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."</i></p> <p>Pastoral Care in Schools: PROMOTING POSITIVE BEHAVIOUR, DE, 2001 pg. 11</p>	<p><i>Promotion of positive behaviour</i></p>	<p>Policy should create a climate that will:</p> <ul style="list-style-type: none"> • Promote learning for all pupils • Make it easier for teachers to teach effectively • Enhance the pupils' self-esteem and foster self-respect and respect for others • Encourage independence by accepting the need for self-discipline, self-control and taking responsibility for their own behaviour • Develop the pupils' interpersonal skills and their ability to work with co-operatively with others to resolve problems and potential conflict • Have the endorsement and active support of parents
<p><i>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."</i></p> <p>ISEF Governors/Preschool/Primary/Post-primary/EOTAS/Special Schools ETI, 2017</p>	<p><i>Safeguarding</i></p>	<p>The taught curriculum: PDMU/LLW, the use of "keeping safe messages" and the "preventative curriculum", i.e. the proactive promotion of 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.</p>

<p><i>“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.”</i></p> <p>Every School a Good School – A Policy for School Improvement 2009 : Annex B Indicators of Effective Performance</p> <p><i>“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.”</i></p> <p>Every School a Good School – A Policy for School Improvement 2009 pg. 5</p>	<p>Guidance & Support Removing barriers to learning</p>	<p>Close working links need to be maintained between the Positive Behaviour Policy and the SEN Policy to ensure that early intervention takes place when a pupil’s behaviour is acting as a barrier to the learning.</p> <p>School staff work closely together and when external support is needed, with appropriate outside agencies to support the care and welfare of pupils.</p> <p>Using the stages of the SEN Code of Practice, individual needs are identified and met, through interventions such as:</p> <ul style="list-style-type: none"> • IEP’s (PLP) • RA/RRAP • Post-incident de-briefing and use of restorative practices
<p><i>“The most effective school rules are short, personalised, expressed in positive terms, easily monitored and a result of whole-school consultation and debate.”</i></p> <p>Pastoral Care in Schools: PROMOTING POSITIVE BEHAVIOUR, DE, 2001 pg. 28</p>	<p>School rules / class rules</p>	<ul style="list-style-type: none"> • Keep the number of school rules to a minimum • All rules should be capable of being enforced fairly and consistently • Rules should be expressed in positive terms • School should distinguish between rules concerned with administrative arrangements and rules reflecting the key principles • Rules should be easily monitored • Rules should evolve as a result of whole school consultation and debate

<p><i>“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.”</i></p> <p>Pastoral Care in Schools: PROMOTING POSITIVE BEHAVIOUR, DE, 2001 pg. 30 - 33</p>	<p>Rewards <i>promoting positive behaviour</i></p>	<p>Teach the behaviours that you want to see. There should be a hierarchy of rewards and sanctions that take frequency of behaviour into account. A balance between rewards and sanctions is necessary, e.g. 4 rewards: 1 sanction. The pupil voice should be acknowledged in identifying motivating rewards and sanctions. Rewards and sanctions should be fully understood by all staff (teaching and non-teaching), pupils and parents. Rewards and sanctions for house rules, e.g. smoking, uniform, swearing etc., should not be included in the Positive Behaviour Policy, rather they should be included in e.g. Uniform Policy, Code of Conduct.</p> <p>Rewards:</p> <ul style="list-style-type: none"> • All rewards should provide enough incentive for the behaviour to be repeated • There should be a range of rewards, e.g. individual and whole class, intrinsic and extrinsic motivators • Non-verbal rewards might include e.g. smiling, nodding, thumbs up sign, a handshake • Verbal rewards might include, e.g. overt or unobtrusive acknowledgements (depending on the circumstances and age of pupil), written comments in books, stickers, house points etc. • Other rewards might include, e.g. a position of responsibility, celebration of work <p>This is not an exhaustive list.</p>
<p><i>“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 which will lead, in all likelihood, to the imposition of sanctions.”</i></p> <p>Pastoral Care in Schools: PROMOTING POSITIVE BEHAVIOUR, DE, 2001 pg. 31</p>	<p>Sanctions <i>Unacceptable behaviour</i></p>	<p>Sanctions:</p> <ul style="list-style-type: none"> • Sanctions should not be seen as punishments, instead they should focus upon achieving behavioural change. A restorative approach should be taken. They should take into account the vital importance of maintaining good relationships. • Sanctions should take account, as necessary, of the age and degree of maturity of the pupil and any special educational needs they may have, home background and any other relevant circumstances. • The SEN Code of Practice Sanctions is a support mechanism and must never be included in a list of sanctions. • Sanctions should be applied as soon as possible, in a calm, measured manner. • They should be proportionate and separate the behaviour from the child and avoid escalating the situation • Sanctions should not be applied to entire classes or groups of pupils when the guilty parties have not been identified, degrade pupils or cause them public or private humiliation or involve physical force

		<ul style="list-style-type: none"> • Sanctions may include: a withdrawal of privileges, restriction of access to extra-curricular facilities or activities for a period of time, completion of work, 'put things right', detention, referral to a senior member of staff, in extreme cases, suspension <p>This is not an exhaustive list.</p>
	<p>Rights and responsibilities</p> <ul style="list-style-type: none"> • <i>Pupils</i> • <i>Teacher</i> • <i>Parents</i> 	<p>A review of these roles may help establish a harmonious and productive partnership. Schools may find the following suggestions on the respective rights and responsibilities of pupils, teachers and parents useful as a basis for debate.</p> <p>Every member of the school community has a right to:</p> <ul style="list-style-type: none"> • 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) <p>Every member of the school community has a responsibility to:</p> <ul style="list-style-type: none"> • 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 <p>Teachers have a right to:</p> <ul style="list-style-type: none"> • Support and advice from senior colleagues and external bodies • Adequate and appropriate accommodation and resources <p>Teachers have a responsibility to:</p> <ul style="list-style-type: none"> • Ensure that lessons are well prepared, making use of available resources and that homework is appropriately set and constructively marked • Work co-operatively with pupils to overcome barriers to learning • Identify and seek to meet pupils' special educational needs through the SEN Code of Practice <p>Parents have a right to:</p> <ul style="list-style-type: none"> • A safe, well managed and stimulating environment for their child's education • Be well informed about their child's progress and prospects • Be involved in consultation regarding the school's policies and procedures <p>Parents have a responsibility to:</p>

		<ul style="list-style-type: none"> • Ensure that their child attends school regularly and arrives in good time, with homework done and suitably equipped for the lessons in the day ahead • Support the school's policies and procedures • Support their child's learning • Act as positive role models for their child in their relationship with the school <p>This is not exhaustive list. Further suggestions on the respective rights and responsibilities can be found in Pastoral Care in Schools: Promoting Positive Behaviour pages 21-25.</p>
<p>"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."</p> <p>Every School a Good School – The Governors' Role: A Guide for Governors, DE, 2017 pg. 107</p>	<p>Links to other policies</p>	<p>Including:</p> <ul style="list-style-type: none"> • SEN Policy • Attendance Policy • Safe Handling Policy • E-safety Policy • Safeguarding and Child Protection Policy • Anti-bullying Policy
<p>"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. <i>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.</i>"</p> <p>Pastoral Care in Schools: PROMOTING POSITIVE BEHAVIOUR, DE, 2001 pg. 34</p> <p><i>"the school regularly reviews policies, procedures and reporting arrangements, including those relating to child protection/safeguarding, anti-bullying and positive behaviour management,"</i></p> <p>Inspection and Self-Evaluation Framework (ISEF) ETI, 2017 pg. 13</p>	<p>Policy review procedures</p>	<p>The policy should take into account current needs and be reflected in current practice.</p> <p>Collection and analysis of performance and other data (including SIMS) is an essential part of the SDP process, which requires schools to monitor and evaluate the school's approach to:</p> <p>(c) promoting the health and well-being, child protection, attendance, good behaviour and discipline of pupils;</p> <p>This data should form the basis for the school's Annual Report to their Board of Governors on how effectively the current Positive Behaviour Policy is, on the basis of the evidence, achieving its stated outcomes.</p> <p>Nb. The ETI and DE recommend that child protection/safeguarding requirements should be reviewed using the ETI Safeguarding Proforma, "<u>at least annually</u> on a rolling basis", using for example the 'RAG' Process; Red (work overdue), Amber (work underway) or Green (work up-to-date).</p> <p>Regular consultation should be used as a means of informing and updating current policy, how/when and to what effect will consultation findings be used to keep the policy updated and reviewed.</p>

<p><i>“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.”</i></p> <p>Every School a Good School – A Policy for School Improvement 2009 pg. 22</p>	<p>Continuing Professional Development (CPD)</p>	<p>Internal arrangements should be made for good practice to be identified and shared among staff.</p> <p>Schools should take responsibility for identifying training needs (e.g. through PRSD) and ensure that these are communicated, for example to EA Services, CCMS, CSSC, etc.</p> <p>Opportunities for CPD should be identified through the EA Regional Training Calendar or through consultation with other external providers, e.g. RISE.</p> <p>The necessary resources in terms of time, expertise and materials need to be made available.</p>
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