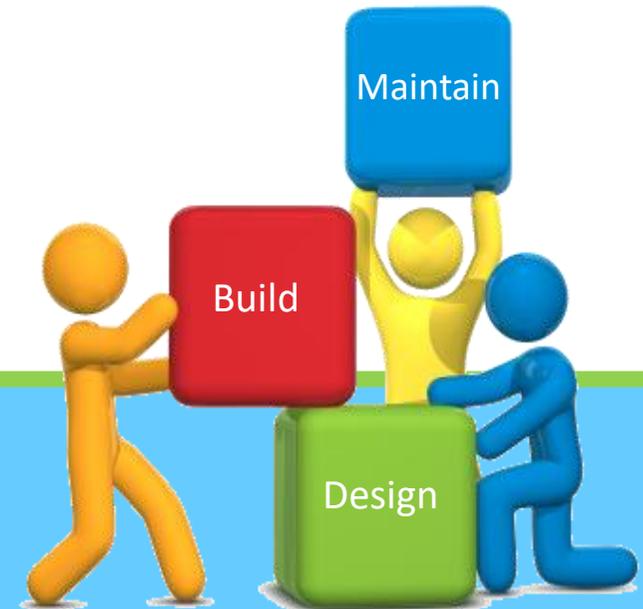


# The Development of a Positive Behaviour Policy

DAY 1 RESOURCES BOOKLET

Positive Behaviour Policy Working Group







# POSITIVE BEHAVIOUR POLICY CONTENTS AUDIT

[Document subtitle]

## Purpose

Try using this exercise to help your school come up with a Mission Statement that matters and then work towards achieving it...

Positive Behaviour Policy Working Group  
[Email address]

## Positive Behaviour Policy Contents Audit

Date:

Does the current policy clearly state:	Stated Clearly	Not Stated/ Included	Comments
<p>What its agreed core values are?</p> <p>The school's Mission Statement incorporating the policy's core values?</p> <p><i>Promoting Positive Behaviour, p 20 – 21</i></p>			
<p>The Board of Governors Written Statement of Principles?</p> <p><i>Promoting Positive Behaviour, p 16</i></p>			
<p>The policy's overarching aims?</p> <p><i>Promoting Positive Behaviour, p 13, p 64</i></p>			
<p>A set of outcomes for learners which emanate from each of these aims?</p> <p><i>Promoting Positive Behaviour, p13, p 20</i></p>			
<p>What procedures are in place to track, monitor, evaluate &amp; review how effectively the policy is delivering these outcomes?</p> <p><i>Promoting Positive Behaviour, p 16, p 20 and p 34</i></p>			
<p>When and how the school will consult with pupils, staff and parents/carers to inform and guide ongoing policy development and annual review?</p> <p><i>Promoting Positive Behaviour, p 11 and p 13 – 19, p 34</i></p>			
<p>That Governors will be presented with an evidence based annual report on how effectively the policy is delivering its outcomes?</p> <p><i>Promoting Positive Behaviour, p 34</i></p>			

Does the current policy clearly describe the 5 stages required to establish an agreed a Classroom Behaviour Management Plan which will establish an effective teaching and learning climate/environment within each classroom? <b>Are each of the following stages clearly set out in the current policy indicating a commitment to discuss and agree with pupils:</b>	Stated Clearly	Not Stated/ Included	Comments
Stage 1 A set of class values?			
Stage 2 A set of agreed rights and responsibilities - pupils, staff (teaching and non-teaching), parents/carers?  <i>Promoting Positive Behaviour, p 21 - 25</i>			
Stage 3 A set of acceptable behaviours which facilitate learning?  A set of unacceptable behaviours which block learning?  <i>Promoting Positive Behaviour, p 25 - 26</i>			
Stage 4 A set of agreed classroom rules and routines?  <i>Promoting Positive Behaviour, p 27 - 29</i>			
Stage 5 A set of agreed class rewards used to acknowledge and confirm compliance with the agreed class behaviour management plan?  A set of agreed class sanctions used to acknowledge and deter non-compliance with the agreed class behaviour management plan?  <i>Promoting Positive Behaviour, p 30 - 34</i>			

Does this policy clearly state:	Stated Clearly	Not Stated/ Included	Comments:
<p>What support (internal and external) and strategies are provided to reduce/remove pupils' behavioural barriers to learning?            How the support is accessed?            How outcomes (interventions) are tracked, monitored &amp; assessed?            How pupils are actively involved in the tracking, monitoring and assessment of their progress?  <i>Current Inspection and Self-Evaluation Framework (ISEF)</i></p>			
<p>How pupils are enabled to be active contributors to and participants in the development and review of current policy?  <i>Promoting Positive Behaviour, p 13 – 19</i>  <i>DE Circular Pupil Participation, 2014/14</i>  <i>Current ISEF (Care and Welfare)</i></p>			
<p>That bullying behaviour of any kind is totally unacceptable within the school community?  <i>Promoting Positive Behaviour, p 18</i></p>			
<p>What the policy's on-going arrangements for CPD are?  <i>Promoting Positive Behaviour, p 18, p 23, p 24</i></p>			
<p>How the policy will be resourced?  <i>Promoting Positive Behaviour, p 20, p 23, p 30</i></p>			
<p>The circumstances in which the school may consider implementing the following:</p> <ul style="list-style-type: none"> <li>• Risk assessment, including Risk Reduction Action Planning</li> <li>• Use of Reasonable Force/Safe Handling (Regional Policy Framework, 2004)?</li> <li>• Suspension &amp; Expulsion (see DE/EA Guidance)?</li> </ul> <p><i>Promoting Positive Behaviour, p 14, p 32, p 33 - 34</i></p>			

Does the policy clearly state/set out:	Stated Clearly	Not Stated/Included	Comments:
<p>Staff roles and responsibilities?</p> <p><i>Promoting Positive Behaviour, p 20</i></p>			
<p>Clear signposting to linked safeguarding policies, including SEN, Safeguarding and Child Protection, Attendance, Anti-Bullying &amp; E-Safety Policies?</p> <p><i>Promoting Positive Behaviour, p 11, p 12, p18</i>  <i>Safeguarding and Child Protection in Schools A Guide for Schools, Section 10-1</i></p>			
<p>When the policy will be reviewed?</p> <p>What tracking and monitoring and assessment procedures are in place to inform the review process?</p> <p><i>Promoting Positive Behaviour, p 34</i>  <i>Current ETI Safeguarding Proforma</i></p>			
<p>Total no. of criteria met in the <b>clearly stated</b> columns</p>		N/a	
<p>Total no. of criteria not met within the <b>not stated/included</b> columns</p>	N/a		

<b>Total Stated Clearly</b>	<b>Total Not Stated/Included</b>

On the basis of the audit 'findings' our current policy sits within Level

**ACTION:**

<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>
On the basis of the extensive numbers recorded in the <b>'not stated/included' category</b> , our current policy is <b>failing to meet a significant number of current legislative requirements.</b>	On the basis that the <b>number of 'stated clearly' recordings significantly outnumbers those recorded in the 'not stated/included' column</b> our policy is <b>actively meeting a significant number of key legislative requirements.</b>	On the basis that <b>almost all of the criteria have been met according to the responses recorded in the 'stated clearly'</b> , the current policy is <b>clearly meeting current legislative requirements.</b>
What action/s would you recommend are taken through the School Development Planning Process in light of your review findings?	What action/s would you recommend are taken through the School Development Planning Process to address current policy gaps?	What action/s would you recommend should be taken to ensure that this level of compliance is sustained?
<b>Justify your decision:</b>	<b>Justify your decision:</b>	<b>Justify your decision:</b>

# Audit → 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 Governor)
  - 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



INSPECTION AND SELF-EVALUATION FRAMEWORK					
Overall effectiveness					
Outcomes for Learners	PL	Quality of Provision	PL	Leadership and Management	PL
Standards attained	S/AFI	Quality of curriculum including (breadth, balance and appropriateness)	S/AFI	Effectiveness and impact of the strategic leadership	S/AFI
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	
<b>Governance (for schools)</b>	<b>High degree of confidence</b>		<b>Confidence</b>		<b>Limited confidence</b>
<b>Care and Welfare</b>	Level 1. C&W impacts positively on learning, teaching and outcomes.			Level 2. C&W does not impact positively enough on one or more of learning, teaching and outcomes.	
<b>Safeguarding</b>	Level 1: Reflects the guidance		Level 2: Reflects broadly the guidance		Level 3: Unsatisfactory

**Overall Effectiveness:**

The organisation has a high level of capacity for sustained improvement in the interest of all the learners.  
 The organisation demonstrates the capacity to identify and bring about improvement in the interest of all the learners.  
 The organisation needs to address (an) important area (s) for improvement in the interest of all the learners.  
 The organisation needs to address urgently the significant areas for improvement identified in the interest of all the learners.

**Performance Levels:**

Outstanding  
 Very good  
 Good  
 Important areas for improvement  
 Requires significant improvement  
 Requires urgent

**Additional Terms Used:**

S Strengths  
 AFI Area for improvement

# Pupil 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 Whole School Development Planning (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
- 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 recognise their contribution
- The school newsletter/intranet/website/text messaging services
- School events
- School council minutes etc.



# A STEP-BY-STEP EXERCISE FOR CREATING A MISSION STATEMENT

## Purpose

Try using this exercise to help your school come up with a Mission Statement that matters and then work towards achieving it...

Positive Behaviour Policy Working Group

## A step-by-step exercise for creating a mission statement.

Few things are as powerful as a mission statement.

Developing a mission statement is a values driven exercise, involving deciding what you stand for, doing work that matters and bringing your staff team together to achieve your common goal.

Your mission statement should explain how the present will lead to the future and how all members of the school community will work together to achieve this common goal.

It needs to be supported by everyone in school, who should care about making it their aim – otherwise it's just words on page!

Try using this exercise to help your school come up with a mission statement that matters and then work towards achieving it...

### Step 1: Thinking about what you do...

#### Gather your team...

Involve representatives from the whole school community, allow approx. 1.5hrs.

Consider how pupil participation can be encouraged e.g. School council, class representatives etc.

One person should be appointed to act as the moderator to keep things moving.

#### What you'll need:

Notecards/paper and pens to record ideas

Inspection and Self-Evaluation Framework (ISEF)

A flipchart (or similar)

Snacks/treats

The point of this exercise is to identify the important aspects of what you do.

- a) Split the group into smaller groups of 3-5 people.
- b) Each member of the group is given 2-3 minutes to share their 'story' of what is important to them in their work in school. Use the ISEF document as a springboard and think about:
  - What does it look like when we are doing our best work?
  - What would it look like if we were doing our best work?
- c) Record the details of each person's story on notecard/paper.
- d) Look at each story.

Draw a **circle** around the **who/where** words such as 'children', 'pupils' or 'community'.

Then draw a **rectangle** around any mention of how you make a difference or take action.

Finally, **underline** positive outcomes (changes for the better) from your work.

### Step 2: Sharing

Reform back into one large group.

The moderator should create the grid below on a flipchart/whiteboard that is visible to the whole group.

<b>Our purpose</b> Who/where	Circled items go here
<b>Our actions and values</b> What we do and how	Items with a rectangle go here
<b>Our impact</b> Positive outcomes	Underlined items go here

Ask each group to share the stories they have recorded and complete the grid above, e.g.

<p><b>Our purpose</b> Who/where</p>	<p>Pupils, children, members, everyone,  Environment, school community</p>
<p><b>Our actions and values</b> What we do and how</p>	<p>Create, develop, build, hold each other to account, prepare, value, inspire, nurture  Creative, exciting, stimulating, safe consistent, high expectations, shared sense of purpose</p>
<p><b>Our impact</b> Positive outcomes</p>	<p>Happy, secure, confident, thrive, curiosity and creativity nurtured, resilient  Achieve, grow, develop, inspire, life-long learners  Shared sense of purpose, caring and active citizens, reach potential</p>

Patterns and similarities will develop naturally – group similar ideas and themes, e.g.

<p><b>Our purpose</b> Who/where</p>	<p><b>All members of the school</b> Pupils, children, members, everyone  <b>The community</b> Environment, School community</p>
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<p><b>Our actions and values</b></p>	<p><b>What we do</b></p> <p>Create, develop, build, hold each other to account, prepare, value, inspire, nurture</p> <p><b>How we do it</b></p> <p>Creative, exciting, stimulating, safe, consistent, high expectations, shared sense of purpose</p>
<p><b>Our impact</b></p> <p>Positive outcomes</p>	<p><b>Positive personal development</b></p> <p>Happy, secure, confident, thrive, curiosity and creativity nurtured, resilient</p> <p><b>Contributors to society</b></p> <p>Shared sense of purpose, caring and active citizens, reach potential</p> <p><b>Academic achievements</b></p> <p>Achieve, grow, develop, inspire, life-long learners,</p>

### Step 3: Create a mission statement

Return to your small groups. Try writing a mission statement for your school that incorporates the 'big ideas' you identified within the large group.

#### Think about:

Our purpose / Our actions / Our impact.

#### Remember:

Don't worry too much about word choice at this stage...

Keep it to the point.

Say it out loud – does it sound awkward? Memorable? To the point?

### Step 4: Sharing ('Take 2')

Return to the large group.

Each small group should give their mission statement to the moderator who will write each potential mission statement on the flipchart for everyone to see.

Each small group should be given the opportunity to share their mission statement out loud.

The moderator should then ask each group to explain why they chose the words they used and how do they know they can achieve what they set out – this is the most important part of the exercise!

### Step 5: Create YOUR mission statement

Together choose a small group to be the final decision makers and finalise the wording of the school's mission statement.

Decide how to present the mission statement to the whole school community.

Now, make your mission statement a reality!

**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



The Education and Training Inspectorate  
Promoting Improvement

## 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.

## 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: Reframing Principles

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

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

**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.

**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.

**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.

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

**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.

**Template: Policy Aims, Outcomes, Sources of Evidence and Monitoring Timescale**

<u>Aim:</u> Everyone actively works together to...	<u>Outcomes for learners are:</u>	<u>Sources of evidence will include:</u>	<u>Monitoring Timescale:</u> Ongoing/Weekly/Monthly/Half termly/ Termly/Annually

# Safeguarding Factors

## Promoting Whole-School Well-Being

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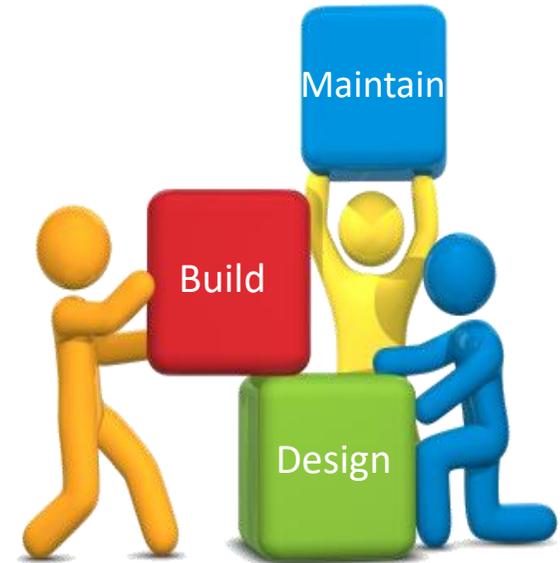
Creation & maintenance of an Ethos of Aspiration & Achievement

Provision of high quality Learning & Teaching

Development and maintenance of a Learner-centred Focus

Barriers to Learning are removed / reduced





# 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><b>Pastoral Care in Schools: PROMOTING POSITIVE BEHAVIOUR, DE, 2001 pg. 3</b></p>	<p><b>Legislation &amp; Guidance</b></p>	<p>Policy informed and guided by:</p> <p><b>Current legislation</b></p> <ul style="list-style-type: none"> <li>• Health and Safety at Work NI Order 1978</li> <li>• The Children (Northern Ireland) Order 1995</li> <li>• The Human Rights Act 1998</li> <li>• <b>The Education (NI) Order, 1998</b></li> <li>• <b>Welfare and Protection of Pupil’s Education and Libraries (NI) Order 2003</b></li> <li>• <b>The Education (2006 Order) (COMMENCEMENT NO. 2) ORDER (NORTHERN IRELAND) 2007</b></li> <li>• The Education (School Development Plans) Regulations (NI) 2010</li> <li>• Special Educational Needs and Disability Act (Northern Ireland) 2016</li> <li>• Addressing Bullying in Schools Act (NI) 2016</li> </ul> <p><b>DE guidance</b></p> <ul style="list-style-type: none"> <li>• Pastoral Care in Schools: Promoting Positive Behaviour, DE 2001</li> <li>• Safeguarding and Child Protection in Schools. A Guide for Schools, DE 2017</li> </ul> <p><b>ETI</b></p> <ul style="list-style-type: none"> <li>• Inspection and Self-Evaluation Framework 2017</li> </ul>
<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><b>Every School a Good School – The Governors’ Role: A Guide for Governors, DE, 2017 pg. 27</b></p>	<p><b>Duties: Board of Governors</b></p>	<ul style="list-style-type: none"> <li>• Ensure that good behaviour and discipline policies are pursued at school;</li> <li>• Make and keep under review a written statement of general principles about pupil behaviour and discipline;</li> <li>• Consult with the principal and parents before making its statement of general principles;</li> <li>• Consider guidance from DE, EA and CCMS (as appropriate)</li> <li>• Decide and set out what aspects of discipline/behaviour should be a matter for the principal.</li> <li>• Safeguard and promote the welfare of all pupils</li> </ul>

		<ul style="list-style-type: none"> <li>• Require the prevention of bullying is specifically addressed</li> <li>• ensure that the school has a scheme for the suspension and expulsion of pupils in accordance with legal requirements</li> </ul>
<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><b>Every School a Good School, DE, 2017 pg. 35</b></p>	Duties: Principal	<ul style="list-style-type: none"> <li>• Determine measures (rules and enforcement) which the school will take to: <ol style="list-style-type: none"> <li>1. Promote self-discipline and respect for authority amongst pupils</li> <li>2. Encourage good behaviour and respect for others</li> <li>3. Secure an acceptable standard of behaviour amongst pupils</li> </ol> </li> <li>• Act in accordance with the Board of Governors statement of general principles and any guidance given by them;</li> <li>• Prepare a written statement of these measures and give a copy free of charge to parents.</li> <li>• Copy of the Positive Behaviour Policy is available – website; from office</li> </ul>
<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><b>ISEF Governors/Preschool/Primary/Post-primary/EOTAS/Special Schools ETI, 2017 pg. 11</b></p>	Area Learning Community arrangements	<ul style="list-style-type: none"> <li>• 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.</li> </ul> <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;"><b>The Education Order (NI) 2007.</b></p>
<p>“senior leaders consult regularly with the school community on key policies and procedures that affect the life and work of the school;” <b>ISEF Governors/Preschool/Primary/Post-primary/EOTAS/Special Schools ETI, 2017 pg. 13</b></p> <p><i>“School leaders monitor and evaluate effectively school outcomes, policies, practices and procedures and the School Development Plan itself.”</i></p> <p><b>Every School a Good School – A Policy for School Improvement 2009 : Annex B Indicators of Effective Performance</b></p>	<p>Consultation &amp; Participation Process with:</p> <ul style="list-style-type: none"> <li>• <i>parents</i></li> <li>• <i>pupils</i></li> <li>• <i>Governors</i></li> <li>• <i>Staff teaching and non-teaching</i></li> </ul>	<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"> <li>• Questionnaires</li> <li>• Online surveys</li> <li>• Focus groups</li> <li>• Wholeschool School Development Planning Tool (baseline audits) (C2K)</li> </ul> <p>Statutory consultation requirements:</p> <ul style="list-style-type: none"> <li>• Annual whole school baseline audit involving pupils, parents, all staff and Governors</li> <li>• Analysing results and providing feedback to all participants</li> </ul>

<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><b>DE Circular on Pupil Participation 2014/14</b></p>		<ul style="list-style-type: none"> <li>• 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</li> </ul>
<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><b>Pastoral Care in Schools: PROMOTING POSITIVE BEHAVIOUR, DE, 2001 pg. 6</b></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><b>Every School a Good School – A Policy for School Improvement 2009 : Annex B Indicators of Effective Performance</b></p>	<p><i>Rationale/Guiding Principles</i></p>	<ul style="list-style-type: none"> <li>• Policy and procedures should promote good behaviour and discipline</li> <li>• Policy should draw together all aspects of pupil welfare, i.e. pastoral care, child protection, pupil behaviour, health and well-being, safety and security</li> <li>• Policy should create and maintain an ethos which promotes aspiration, achievement and restoration</li> </ul>
<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><b>Pastoral Care in Schools: PROMOTING POSITIVE BEHAVIOUR, DE, 2001 pg. 11</b></p>	<p><i>Promotion of positive behaviour</i></p>	<p>Policy should create a climate that will:</p> <ul style="list-style-type: none"> <li>• Promote learning for all pupils</li> <li>• Make it easier for teachers to teach effectively</li> <li>• Enhance the pupils' self-esteem and foster self-respect and respect for others</li> <li>• Encourage independence by accepting the need for self-discipline, self-control and taking responsibility for their own behaviour</li> <li>• Develop the pupils' interpersonal skills and their ability to work with co-operatively with others to resolve problems and potential conflict</li> <li>• Have the endorsement and active support of parents</li> </ul>
<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><b>ISEF Governors/Preschool/Primary/Post-primary/EOTAS/Special Schools ETI, 2017</b></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><b>Every School a Good School – A Policy for School Improvement 2009 : Annex B Indicators of Effective Performance</b></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><b>Every School a Good School – A Policy for School Improvement 2009 pg. 5</b></p>	<p><b>Guidance &amp; Support</b>  <b>Removing barriers to learning</b></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"> <li>• IEP’s (PLP)</li> <li>• RA/RRAP</li> <li>• Post-incident de-briefing and use of restorative practices</li> </ul>
<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><b>Pastoral Care in Schools: PROMOTING POSITIVE BEHAVIOUR, DE, 2001 pg. 28</b></p>	<p><b>School rules / class rules</b></p>	<ul style="list-style-type: none"> <li>• Keep the number of school rules to a minimum</li> <li>• All rules should be capable of being enforced fairly and consistently</li> <li>• Rules should be expressed in positive terms</li> <li>• School should distinguish between rules concerned with administrative arrangements and rules reflecting the key principles</li> <li>• Rules should be easily monitored</li> <li>• Rules should evolve as a result of whole school consultation and debate</li> </ul>

<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><b>Pastoral Care in Schools: PROMOTING POSITIVE BEHAVIOUR, DE, 2001 pg. 30 - 33</b></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><b>Rewards:</b></p> <ul style="list-style-type: none"> <li>• All rewards should provide enough incentive for the behaviour to be repeated</li> <li>• There should be a range of rewards, e.g. individual and whole class, intrinsic and extrinsic motivators</li> <li>• Non-verbal rewards might include e.g. smiling, nodding, thumbs up sign, a handshake</li> <li>• 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.</li> <li>• Other rewards might include, e.g. a position of responsibility, celebration of work</li> </ul> <p><b>This is not an exhaustive list.</b></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><b>Pastoral Care in Schools: PROMOTING POSITIVE BEHAVIOUR, DE, 2001 pg. 31</b></p>	<p>Sanctions <i>Unacceptable behaviour</i></p>	<p><b>Sanctions:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• The SEN Code of Practice Sanctions is a support mechanism and must never be included in a list of sanctions.</li> <li>• Sanctions should be applied as soon as possible, in a calm, measured manner.</li> <li>• They should be proportionate and separate the behaviour from the child and avoid escalating the situation</li> <li>• 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</li> </ul>

		<ul style="list-style-type: none"> <li>• 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</li> </ul> <p><b>This is not an exhaustive list.</b></p>
	<p><b>Rights and responsibilities</b></p> <ul style="list-style-type: none"> <li>• <i>Pupils</i></li> <li>• <i>Teacher</i></li> <li>• <i>Parents</i></li> </ul>	<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"> <li>• Be valued as members of the school community</li> <li>• Be treated fairly, consistently and with respect</li> <li>• Be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon</li> <li>• Have a voice and be responded to</li> <li>• Reasonable access to the school, and to have their enquiries and concerns dealt with sympathetically and efficiently</li> <li>• Be in a pleasant, well managed and safe environment (emotionally and physically)</li> </ul> <p>Every member of the school community has a responsibility to:</p> <ul style="list-style-type: none"> <li>• Be punctual, prepared and suitably equipped</li> <li>• Respect the views, rights and property of others</li> <li>• Work co-operatively with the other members of the school community</li> <li>• Contribute to and adhere to the school’s underpinning values and principles</li> </ul> <p>Teachers have a right to:</p> <ul style="list-style-type: none"> <li>• Support and advice from senior colleagues and external bodies</li> <li>• Adequate and appropriate accommodation and resources</li> </ul> <p>Teachers have a responsibility to:</p> <ul style="list-style-type: none"> <li>• Ensure that lessons are well prepared, making use of available resources and that homework is appropriately set and constructively marked</li> <li>• Work co-operatively with pupils to overcome barriers to learning</li> <li>• Identify and seek to meet pupils’ special educational needs through the SEN Code of Practice</li> </ul> <p>Parents have a right to:</p> <ul style="list-style-type: none"> <li>• A safe, well managed and stimulating environment for their child’s education</li> <li>• Be well informed about their child’s progress and prospects</li> <li>• Be involved in consultation regarding the school’s policies and procedures</li> </ul> <p>Parents have a responsibility to:</p>

		<ul style="list-style-type: none"> <li>• 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</li> <li>• Support the school’s policies and procedures</li> <li>• Support their child’s learning</li> <li>• Act as positive role models for their child in their relationship with the school</li> </ul> <p><b>This is not exhaustive list.</b> 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><b>Every School a Good School – The Governors’ Role: A Guide for Governors, DE, 2017 pg. 107</b></p>	<p><a href="#">Links to other policies</a></p>	<p>Including:</p> <ul style="list-style-type: none"> <li>• SEN Policy</li> <li>• Attendance Policy</li> <li>• Safe Handling Policy</li> <li>• E-safety Policy</li> <li>• Safeguarding and Child Protection Policy</li> <li>• Anti-bullying Policy</li> </ul>
<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><b>Pastoral Care in Schools: PROMOTING POSITIVE BEHAVIOUR, DE, 2001 pg. 34</b></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><b>Inspection and Self-Evaluation Framework (ISEF) ETI, 2017 pg. 13</b></p>	<p><a href="#">Policy review procedures</a></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, <b>good behaviour and discipline of pupils;</b></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><b>Every School a Good School – A Policy for School Improvement 2009 pg. 22</b></p>	<p><b>Continuing Professional Development (CPD)</b></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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