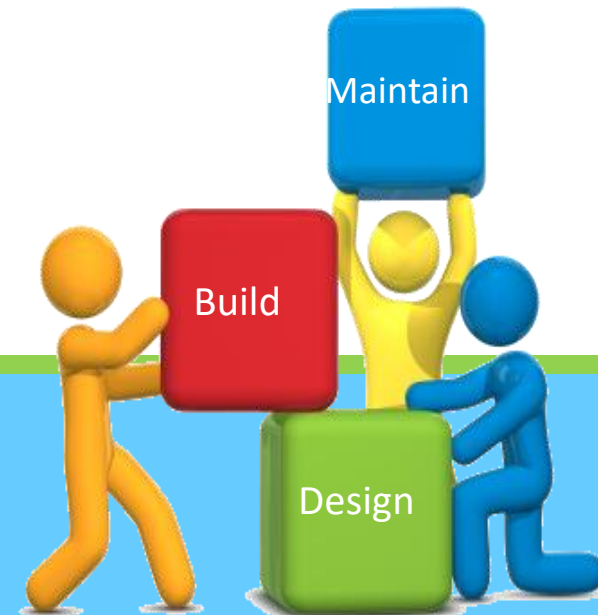


The Development of a Positive Behaviour Policy

DAY 2 RESOURCES BOOKLET

Positive Behaviour Policy Working Group



The Positive Behaviour Policy: A 3 Stage Process



STAGE 1 DESIGN

Know the basic design specifications:

- Legislative requirements (1998;2003;2007)
- DE Guidance Requirements (2001)

Plan to incorporate structural changes:

- 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

Articulate the vision by identifying your school's:

- Shared values
- Statement of Principles
- Mission Statement

Day 1

STAGE 2 BUILD

Staff consistently:

- 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)

Day 2

STAGE 3 MAINTAIN

There is consistent:

- 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

← The Positive Behaviour Policy Framework →

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?



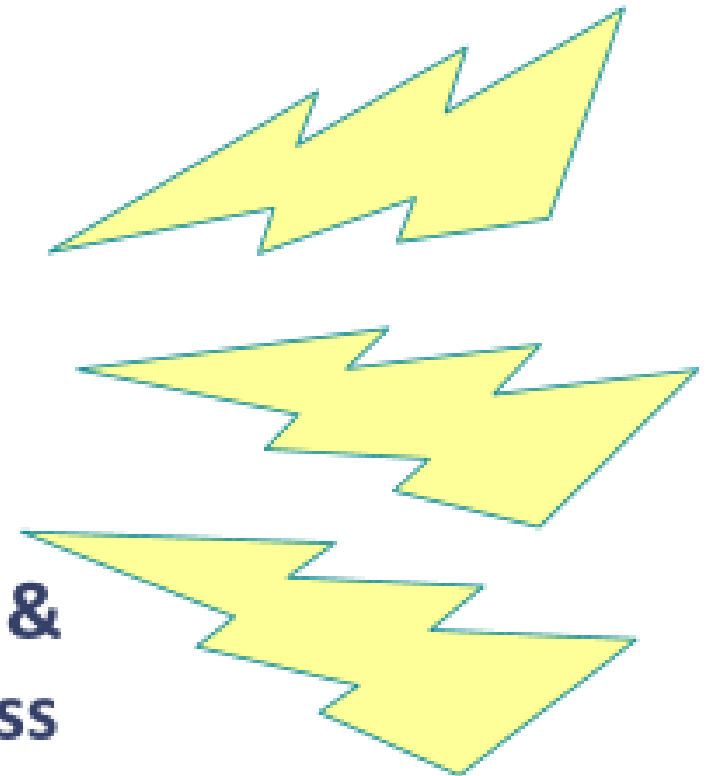
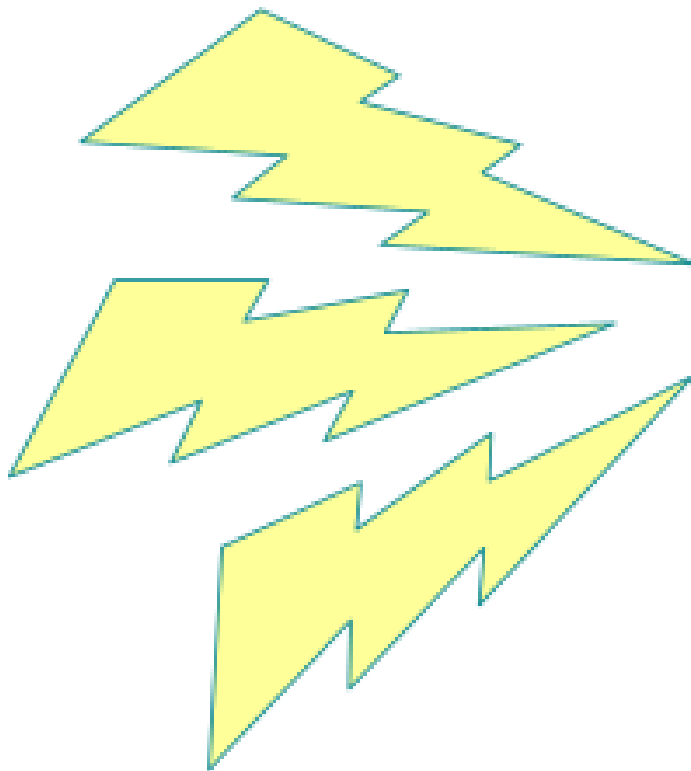
Sample worksheets for Stage 3 of The Class Behaviour Management Plan for Learning:



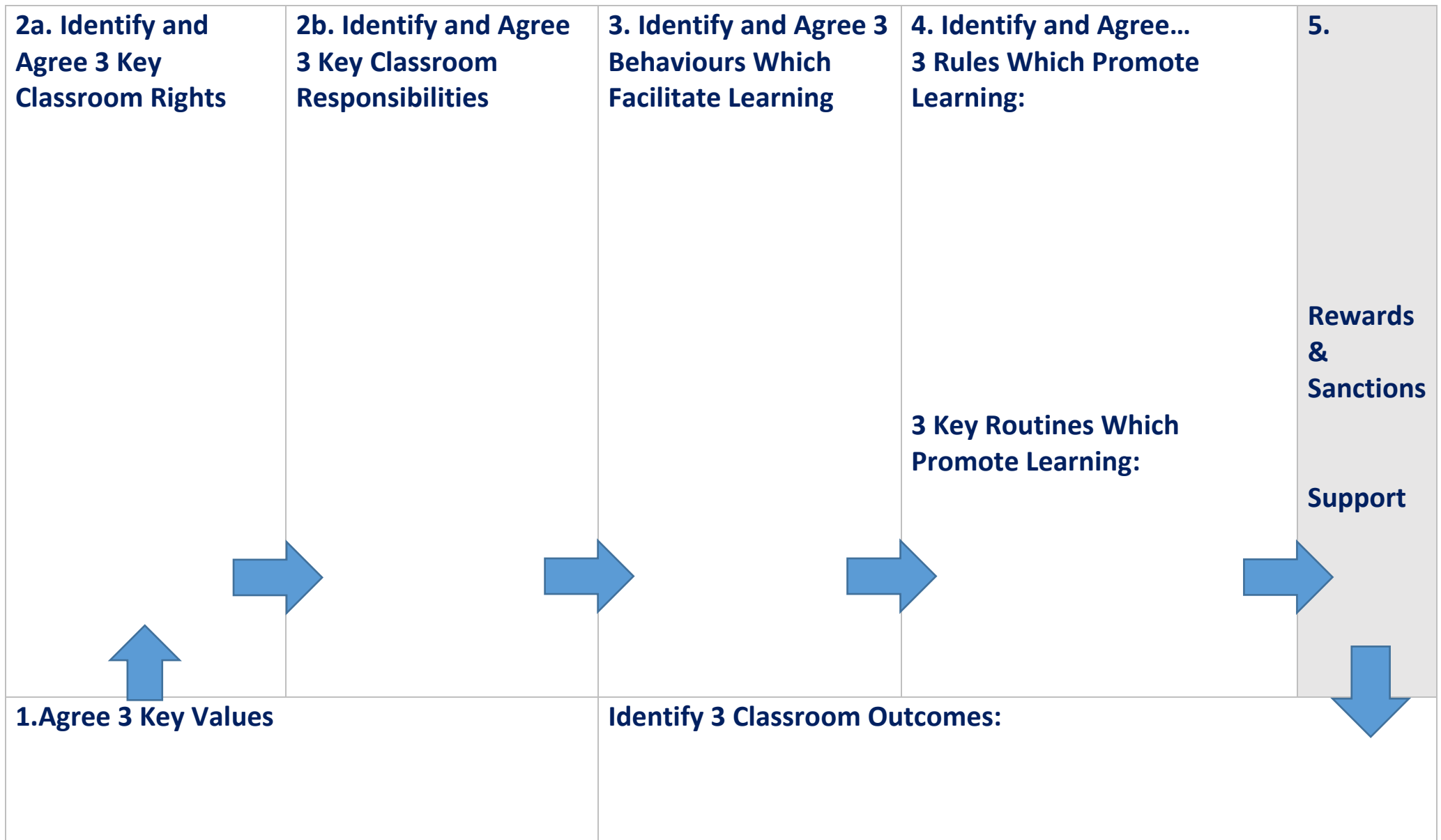
These behaviours...



...from learning & achieving in class



Class Behaviour Management Plan For Learning



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

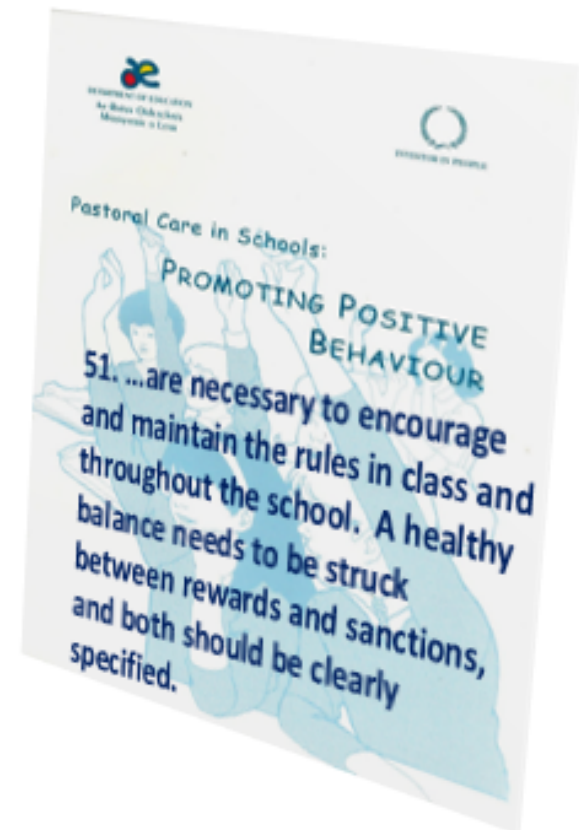
<p>In our class EVERYONE has a right to:</p> <ol style="list-style-type: none"> 1. LEARN 2. BE SAFE – physically & emotionally 3. HAVE A VOICE - Have their views sought & listened to 	<p>In our class EVERYONE has a responsibility to BEHAVE in ways which ensures everyone:</p> <ul style="list-style-type: none"> - Learns without interruption - Is safe both physically & emotionally - Has their opinions listened to without 	<p>Our class Behaviours For Learning are:</p> <ol style="list-style-type: none"> 1. LISTENING 2. FOLLOWING INSTRUCTIONS 3. CO-OPERATING 	<p>Our 3 class Rules For Learning are:</p> <ol style="list-style-type: none"> 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 	<p>OUR SHARED VALUES It's important that in our class EVERYONE:</p> <ul style="list-style-type: none"> - 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
<p>POSITIVE CLASSROOM OUTCOMES:</p> <ol style="list-style-type: none"> 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 				

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.



Sample worksheets for Stage 5 of The Class Behaviour Management Plan for Learning:



**These rewards
motivate us...**



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

Blank green scroll-style box for writing a reward.

Blank green scroll-style box for writing a reward.

Blank green scroll-style box for writing a reward.

Blank green scroll-style box for writing a reward.

Blank green scroll-style box for writing a reward.

Blank green scroll-style box for writing a reward.



**These
sanctions...**

HELP US

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



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:

- ✓ -
- ✓ -
- ✓ -



A Whole Class Reward System

Marbles in the Jar (Adapted from Jenny Mosley)

The Marble Jar is a favourite classroom management tool because it is so easy and there are so many different ways to use it! The basic idea is that you start with an empty jar, and you add marbles to reward good behaviour. When the jar is full, your class gets a treat. Here are some suggestions for getting the most from your jar:

Size matters.

Before you implement the Marble Jar consider how often you want to reward your pupils. Choose a small jar for frequent rewards and a bigger jar if you want them to work for a longer amount of time to earn their reward. If you have a particularly challenging class, consider a smaller jar with small, but more frequent rewards. Otherwise, the goal may seem so far away that it is virtually unattainable. Keep in mind that a big jar also merits a big reward, e.g. a class party. Your pupils will not be so motivated to fill the jar if the reward is an extra five minutes of break time.

Warm fuzzies are nice, but they don't plunk!

Some teachers use warm fuzzies instead of marbles, often to go along with the idea of giving warm fuzzies, think about this as when you add one to the jar, there is no "plunk." The plunk is valuable because it speaks for itself. When you drop marbles in the jar, you don't have to say a word (though sometimes you will want to if it is not clear why marbles are being added).

Use your words.

Sometimes, the plunk is enough. If everyone is working quietly, and you drop a few marbles in the jar, then you really don't have to tell them why. But often you will want your pupils to know why you are rewarding them, so saying something along the lines of, "Thank you for being ready to start Table Three" or "Wow, you were all so quiet in line on the way back from music that I think we need to add some marbles to the jar" this will let them know exactly why you are adding marbles. You can also add a small bonus by asking pupils to add marbles: "Thanks for being so helpful during math today, Julia. Why don't you add five marbles to the jar?"

Don't be stingy.

One nice thing about a bigger jar is that you can be generous with your rewards. Dropping marbles in the jar often does several good things: It reminds them that you are always watching, it reinforces good behaviour, and it allows you to reward many different kinds of behaviours. What should you reward? Here are some ideas:

- Working quietly
- Being good for a substitute teacher
- Learning a new routine
- Individual good behaviour, such as helping another pupil

- Lining up quietly
- Doing a good job tidying up
- Being on task
- Being ready to start
- Solving a problem for the class
- Just because they are great!

It's best not to reward everything.

While you don't want to be stingy, you also don't want to reward every single good behaviour. One of the powers of the Marble Jar is that it uses **intermittent reinforcement** to reinforce the behaviours you want to see, which is much more powerful than rewarding consistently (think of slot machines).

Avoid taking marbles out.

Avoid taking marbles out for poor behaviour. The Marble Jar should be a source of positivity, rather than a reminder of mistakes.

Try using bonus marbles.

Bonus marbles are marbles that you put in a little dish beside the marble jar at the start of the day. At the end of the day, you decide if your pupils have earned all, or any, of the bonus marbles. This can lead to some great discussions if you ask them if they think they deserve the bonus marbles. Just lay some ground rules, such as not naming individuals. Often they will be harder on themselves than you would have been. Another interesting thing to try is to give each pupil a marble at the start of the day. On the way out the door at the end of the day, each student must consider his or her own behaviour and deposit his or her marble into either the Marble Jar or back into the container where you keep the not-yet-added marbles.

Choose the reward carefully.

The best rewards are something each student in your class will enjoy, are free or cheap, don't take up too much time, and are easy to implement. Depending on your class, a reward can be as simple as 15 minutes of free time on a Friday, but in most cases, you will need to go a little bigger than that. Class parties are popular. One idea for choosing the reward is to have the pupils brainstorm a bunch of ideas, narrow down to three or four, and then allow pupils to rank them individually by preference. This will give you a good idea about what is most motivating for your class.

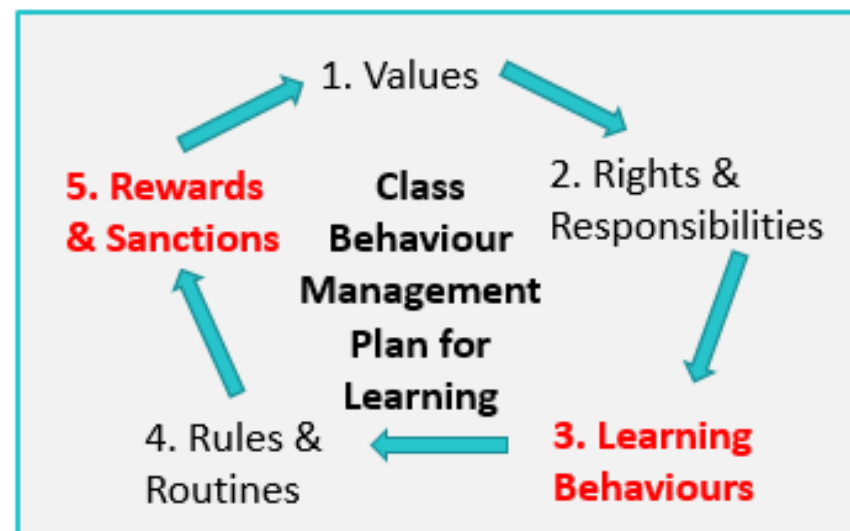
Nb. For younger pupils take safety into account and think about placing the jar on a high shelf out of reach.

Everyone gets to:

Play a whole class game at the end of the day	Share a joke together	Put on a CD / the radio
Use the outdoor equipment	Have an extra Storytime	Use the felt tip pens
Choose who to sit with at lunch	Play parachute games	Have a brain break
Choose a take-home from the 'Games to play at home' box	Use the stampers and ink	Have a dance party
Have your teddy on your table for a session	Have sing-along-time	Arts and crafts time
A praise note home	Library time	Show and tell
Cartoon time	Chalk to use in the playground	Paint
Play an outdoor game together	Visit the treasure box	Free choice time

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!



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

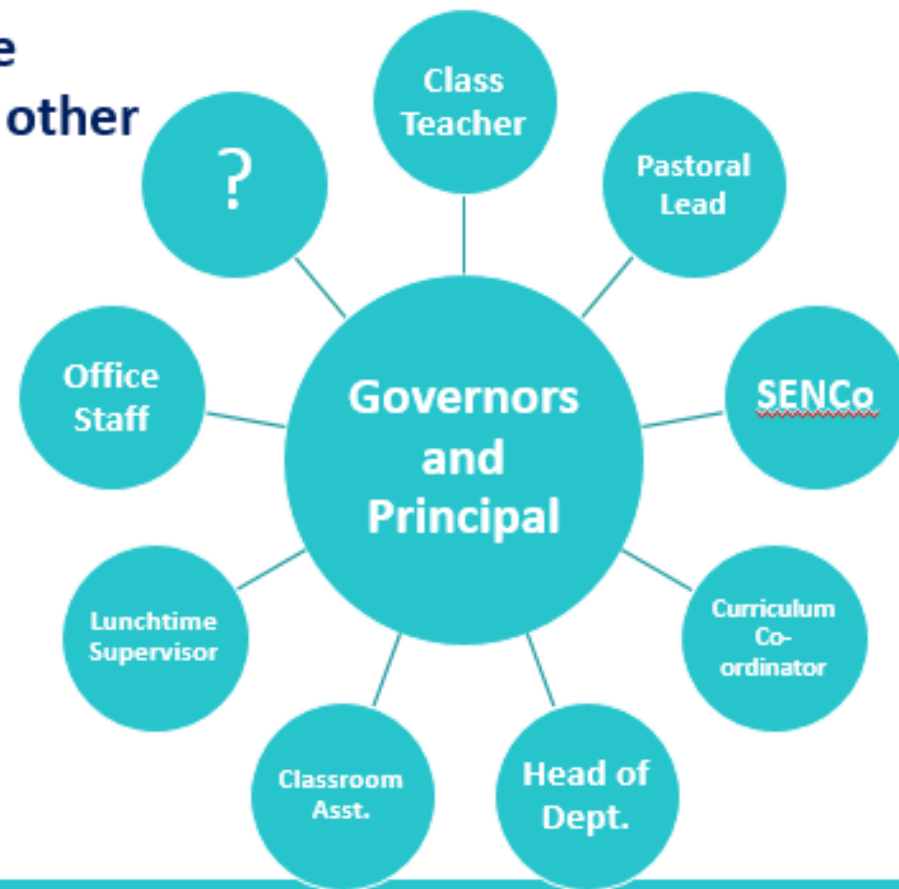
Creates best possible environment for pupils to reach their full potential

Improved morale for all


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



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!
- 

Choices & Consequences

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



Keep Control

Ignore it
Be assertive
Tell an adult



Be Positive

Work harder
Follow the rules
Listen carefully

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



Lose Control

Lash out
Argue
Join in with others making wrong choices



Be Negative

Complain
Argue
Make excuses
Don't have a go
Make negative comments
Refuse teacher instruction
Avoid doing any work

Consequences

People will want to be my friend
Adults will trust me
Adults will tell me they are pleased with my behaviour
People will be relaxed around me
I'll concentrate better and learn more
The other children in my class will concentrate better & learn more
Problems will be fixed quickly
I'll be involved in fights less often

Consequences

People will avoid me
Adults won't trust me
Adults will have to speak to me about my behaviour
People will be tense around me
I'll learn less
The other children in my class will learn less
Problems will get bigger
I'll be involved in fights more often


My Big Plan

Name:


Date:

Class:

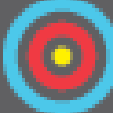
Things I find easy:




Things I find tricky



My targets




I need to...



Who will help me
and when?



How did I get on?



My Reflection Sheet

RATHMORE
EDUCATIONAL
GUIDANCE
CENTRE
Primary Team

Name:

Date:

Class:

What happened?

What did I do?

I could have.....

What did I think?

Challenge the thought...

What did I feel?

This would have helped...

What was my body language?

I could try.....

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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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**.

APPENDICES

LINKED SAFEGUARDING POLICIES

The Positive Behaviour Policy works in conjunction with the following suite of linked safeguarding policies:

- The Anti-Bullying Policy – when socially unacceptable behaviours become bullying behaviour
- The Special Needs Policy – to ensure that behavioural barriers to learning are reduced through providing a range of supportive strategies and interventions
- Safeguarding and Child Protection Policy
- Attendance
- E-Safety

SUSPENSION PROCEDURES

Should suspension of a pupil be deemed necessary the following procedures will be adhered to:

“Under the existing legislation:

- a pupil can be suspended only by the Principal;
- an initial suspension must not exceed 5 days;
- a pupil can only be suspended for a maximum of 45 school days in a school year**;
- the Principal cannot extend a period of suspension without the prior approval of the Chair of the Board of Governors; and
- the Principal must immediately give written notification of a suspension to the parent of the pupil, the Chair of the Board of Governors, the Education and Library Board in which the school is located and (in the case of a pupil at a Catholic maintained school) to CCMS.”

It is essential that schools operate within the statutory framework and guidelines issued by the Department and the employing authorities.

“Suspension and Expulsion Procedures” DENI 2004

NOTE**

The current e-guide for Governors states that **a pupil may be suspended from school for not more than 15 school days in any one school term**

“Every School A Good School” *The Governors’ Role A Guide for Governors*, DENI 2017.

Schools also need to consult the Education Authority's SCHEME FOR THE SUSPENSION AND EXPULSION OF PUPILS IN CONTROLLED SCHOOLS, April 2015: see extracts below:

DISABILITY

"It is unlawful for a school to discriminate against a disabled pupil by suspending or expelling him or her for a reason relating to his or her disability (Article 14(3) of SENDO). A school discriminates against a disabled pupil if, for a reason which relates to his or her disability, it treats him or her less favourably than it treats or would treat others to whom that reason does not or would not apply; and it cannot show that the treatment in question is justified."

STEPS TO BE FOLLOWED PRIOR TO SUSPENSION

"A school's disciplinary policy is required to describe the standards of behaviour expected from pupils and to outline the procedures and sanctions to be adopted when these guidelines are not adhered to. A decision to suspend a pupil should only be taken by the Principal in response to a serious breach, or persistent breaches of the school's discipline policy."

"The school has a statutory responsibility to arrange for the provision of suitable education for registered pupils of the school when they are suspended, regardless of the length of suspension or reason for the sanction. Schools should ensure that appropriate work from a nominated teacher is available to be carried out by the pupil during the period of suspension."

EXPULSION PROCEDURES

Should expulsion of a pupil be deemed necessary the following procedures will be adhered to:

"The expulsion of a pupil is legal only if the following requirements are satisfied:

- the pupil has served a period of suspension* see below;
- a consultation has taken place between the Principal, the parent of the pupil, the Chair of the Board of Governors, an authorised officer from the relevant Education and Library Board and (in the case of a Catholic maintained school) an authorised officer from CCMS. The consultation must include consultations about the future provision of suitable education for the pupil concerned;
- the decision to expel the pupil is made by the appropriate 'expelling authority' which is the relevant Education and Library Board in the case of pupils attending controlled schools and the Board of Governors in all other cases; and
- where a final decision has been taken to expel a pupil the Principal must immediately notify the parent(s) of their right to appeal that decision to an independent appeal tribunal established by the Education and Library Board and the arrangements and timetable for doing so."

SUSPENSION and EXPULSION Procedures, DENI 2004

"Expulsion should be used only in response to serious breaches of a school's discipline policy and only after a range of alternative strategies to resolve the pupil's disciplinary problems have been tried and proven to have failed; and where allowing the pupil to remain in school would be seriously detrimental to the

education or welfare of other pupils and staff, or of the pupil himself or herself. However, there may be circumstances where it is appropriate to expel a pupil for a first or 'one off' offence*. These might include serious actual or threatened violence against another pupil or a member of staff; sexual abuse or assault; supplying an illegal drug; or carrying an offensive weapon.”

SUSPENSION and EXPULSION Procedures, DENI 2004

USE OF REASONABLE FORCE/SAFE HANDLING

“3.1 The behaviour of the vast majority of pupils in a school will never require any form of physical intervention. However, a small number of pupils may exhibit disturbed, or distressing behaviour, which may require some form of physical intervention by staff. In order to minimise the risk of incidents escalating unnecessarily due to lack of foresight, planning and training, the school should carry out a risk assessment under two headings:

- Environmental Risk Assessment; and
- Individual Risk Assessment.”

Towards a Model Policy in Schools on the Use of REASONABLE FORCE, DE 2002.

DEFINITION OF REASONABLE FORCE

1.1 The Education (NI) Order 1998 (Part II Article 4 (1)) states:

‘A member of the staff of a grant-aided school may use, in relation to any pupil at the school, such force as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following, namely:

- a. committing any offence;*
- b. causing personal injury to, or damage to the property of, any person (including the pupil himself); or*
- c. engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether that behaviour occurs during a teaching session or otherwise.’*

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

Towards a Model Policy in Schools on the Use of REASONABLE FORCE, DE 2002.

See also:

Regional Policy Framework on the Use of Reasonable Force/Safe Handling DENI, 2004 which provides schools with a common policy template.

COMPLAINTS PROCESS

Schools need to be aware of changes to the Complaints procedures.

PUBLIC SERVICES OMBUDSMAN ACT (NORTHERN IRELAND) 2016, Circular 2016/08

The key changes arising from **the Public Services Ombudsman Act 2016** can be summarised as follows:

“a. All listed authorities will be legally required to give a complainant written notice that the organisation’s internal complaints process has been exhausted, that the complainant may refer the matter to the NIPSO if he/she remains dissatisfied, of the time limit for making such a referral and how to contact the NIPSO;

NIPSO will be able to investigate complaints about Further Education institutions and Queens University / University of Ulster (from 1 October 2016) and the Boards of Governors of grant aided schools (from 1 April 2017);

Link to the Public Services Ombudsman Act (Northern Ireland) 2016

http://www.legislation.gov.uk/ni/2016/4/pdfs/ni_20160004_en.pdf”

SEE ‘Interim Model School: Complaints Procedure’, EA, 2017:

- The current complaints procedure is a 5 stage procedure. Under guidance from NIPSO, this has been revised to a 2 stage procedure;
- After conclusion of the second stage of this procedure, complainants may choose to refer a complaint to NIPSO.

Schools must include reference to this right in their complaints process and make forms available e.g. on website, from office on request.