



# MALLUSK INTEGRATED PRIMARY SCHOOL

## POSITIVE BEHAVIOUR POLICY



## **RATIONALE**

At Mallusk Integrated Primary, we recognise that we have a pastoral responsibility towards the pupils in our care and we will therefore take all responsible steps to ensure their welfare, security and safety in order for them to learn and develop successfully.

To achieve this, we endeavour to create a calm, caring school community. Each child will be encouraged to fulfil his or her intellectual, physical, social and emotional potential. Central to the creation of this school community is the recognition of the worth and value of each child and the cultivation of their self-awareness, self-respect, respect for others and an awareness of their social responsibility. We aim to help children develop skills such as emotional literacy, empathy, friendship skills, anger management, interpersonal problem solving and self-care.

All staff uphold these aims and we are proud to work closely with parents and carers to ensure they enjoy a sense of belonging and have an important part to play in the life of the school. In recent years, following the pandemic, it has become clear to us as a school community that well-being, self-regulation and social skills are more important than ever.

This policy links to our ***Addressing Bullying, Pastoral Care, RSE, Child Protection & Safeguarding, World Around Us*** policies and the ***Code of Conduct for Staff & Volunteers***.

## **PROMOTING POSITIVE BEHAVIOUR**

In order to support our children in developing these essential skills, we provide a positive, nurturing school community. There is a culture of respect, honesty, responsibility, kindness, creativity, good manners, trying your best and enjoyment. The key elements of this include:

- Child- centred approaches
- Good relationships
- Thematic, meaningful, regular teaching of empathy, self-care, respect, friendship skills and social responsibility
- Rewarding positive behaviour
- Positive, constructive responses to negative behaviour

### Child Centred Approaches

The children are consulted and their ideas and suggestions are taken into account in the creation of rules and policies. The children regularly review the Golden Rules, which were created with the children. The rules are displayed around the school and in each classroom. One rule is chosen as a focus each week and class cups are awarded for children who kept the rule especially well in the previous week. The Golden Rules are:

1. We only use our hands for kind things.
2. We care about other people's feelings and make sure no one is left out.
3. We always have a go & try to be positive.
4. We value & respect each other.
5. We encourage each other to succeed.



In the consultation for this policy, the children agreed on the types of behaviour they wish to see in their school.

Children would expect to see....	Children would hope not to see....
<ul style="list-style-type: none"> <li>• God listening</li> <li>• Saying 'please' and 'thank you'</li> <li>• Letting everyone join in</li> <li>• Taking turns</li> <li>• Tidying up</li> <li>• Sharing</li> <li>• Painting a picture for your friend</li> <li>• Playing together</li> <li>• Helping someone up</li> <li>• Everyone being kind</li> <li>• Everyone happy</li> <li>• Listening to all staff members and doing what they're asked to do</li> <li>• Respecting each other</li> <li>• Everyone playing with somebody</li> <li>• Everyone believing in themselves and not giving up</li> <li>• Working together</li> <li>• Helping</li> <li>• Using kind words and actions</li> <li>• Making others feel included and special</li> </ul>	<ul style="list-style-type: none"> <li>• Showing off</li> <li>• Not playing with others</li> <li>• Pushing</li> <li>• Being too close</li> <li>• Running in the classroom</li> <li>• Leaving people out</li> <li>• Hitting</li> <li>• Saying mean things</li> <li>• Disobeying and disrespecting each other</li> <li>• Talking back to staff</li> <li>• People talking over each other</li> <li>• Bullying and being unkind</li> <li>• Bad manners</li> </ul>

## Good Relationships

In Malluk Integrated Primary School it is our belief that good relationships are key to nurturing and supporting the children's happiness and development. Staff get to know the children, build good relationships and model positive behaviour- for example good manners, respect. In doing so, we are creating a caring, loyal and respectful bond with the children.

There are many ways that we build strong and respectful relationships with the children. These include the following:

- Being a positive role model for the children; for them to be respectful to others they must be treated with respect.
- Creating a caring, relaxed, supportive and fair environment where each child feels accepted and that they belong.
- Recognising every child's strengths and believe that every child has the ability to learn.
- Acknowledging, reinforcing and sharing all successes with the class & school community.
- Involving the children in making decisions regarding rules and activities within the school. This helps them to feel ownership for their rules.
- Taking time to speak to each child individually to find out about their interests, talents, goals, likes and dislikes.
- Discussing school/ class rules and consequences so that all children understand clearly what is expected of them.
- When using reprimands, we mainly do so privately and quietly, not in front of other children or adults, never embarrassing or ridiculing the children.
- Working closely with parents & carers to be informed about what is happening in their lives outside school.
- Interacting with the children during playtime (e.g. joining in a game of football or hopscotch) or just having a chat. Children naturally enjoy this kind of interaction and it helps to give them confidence.



## **Thematic, meaningful, regular teaching of empathy, self-care, respect, friendship skills and social responsibility**

We promote positive behaviour and social responsibility through regular use of stories, role play and provide a consistent message about the importance of good behaviour and respect. Our Thematic approach ensures that we teach essential skills such as emotional literacy, respect, inclusivity, empathy or perspective taking, friendship skills, managing emotions, interpersonal problem solving, self-care and self-respect. Themes which support this in particular include:

- Look at Me, Look at You
- Mighty Me
- In the Toy Box
- Superheroes
- Through the Eyes of a Child
- Reach for the Stars
- Building Bridges
- Keeping Control
- Unsinkable
- Are You Wise?

All children have opportunities for regular Circle Time and children in Key Stage 1 and 2 also have the opportunity to develop these skills through the use of *The Kindness Kit*, *Challenge Kit* and *The Big Life Journal*.

### **Rewarding Positive Behaviour**

In order to reinforce & reward positive behaviour and improvement, we operate a system of rules, rewards and sanctions agreed by the children themselves. Class cups are awarded weekly in assembly for pupils who embody by the Golden Rules. Badges are awarded each week for pupils who display inclusion, friendship, empathy, tolerance and cooperation. There are reward systems in place in each class, such as marbles in the jar, stickers, Dojo points, pom poms and Golden Time. Positive traits in their behaviour, attitude or in their learning are rewarded in this way. Staff regularly verbally praise positive behaviour and draw attention to it.



## **Positive, constructive responses to negative behaviour**

In the event of negative behaviour, staff will endeavour to get down to a child's level, speak calmly and make eye contact. We-

### **1. Focus on cause of the behaviour:**

We teach the children to identify feelings. Adults try to focus on the cause of the behaviour. For example, rather than simply approaching a child about negative behaviour, we aim to focus first on the feeling that led to the behaviour. For example, "You are angry and feel left out."

Focusing on feelings allows the child to feel heard and seen. This will increase feelings of connection and help the child begin to calm down and access their rational thinking skills. This will also teach them self-awareness and raise emotional intelligence. We can then link this to their behaviour: "You are angry and feel left out, so you took the ball." Highlighting the feeling and the behaviour gives them insight and a chance to learn.

### **2. Give them time to calm down and self-regulate:**

We aim to avoid telling a child off, redirecting behaviour, giving instructions, or expecting an apology while a child is still feeling overwhelmed. Instead, we help them calm down. If appropriate, we allow the child to take five minutes to sit by themselves, take some deep breaths, read, listen to music, do some calm colouring or have a walk. This can help them self-regulate, access their rational thinking mode, and therefore be in a better place to respond and learn from the situation. This is also teaching a life-skill that is essential for taking care of their own mental health long term. Once they are calm and feel safe, they can listen to advice and make amends.

### **3. Give fair, consistent boundaries**

We use "responsibility boundaries" to enable children to make amends. For example, if a child rips down a display, then their boundary is to help put it back together. The expectation would be that they pick things up and stick things back on; if a child rips a book, then they should tape it up. When a child hurts another child, we will help them make amends by asking them to get that child a drink of water or a tissue. This will help the children to learn how to show they are sorry, rather than just saying it. These are tangible things they can do again next time.

It is our belief that the combination of good relationships, a positive behaviour culture and positive approaches to negative behaviour will lead to:

- Improved self-control
- Improved understanding and recognition of emotions
- Increased ability to tolerate frustration
- Independent use of more effective conflict-resolution strategies
- Decreased anxiety
- A decrease in negative behaviour

Whilst we place great emphasis on positive relationships and approaches within the school, we recognise that from time to time it may be necessary to enforce sanctions. All pupils, parents and staff are made aware of, or are consulted on these and we ensure a consistent approach by all members of staff in a supervisory role. The following sanctions are incremental and have been agreed with the whole school community:

1. The children are made aware of their behaviour up to three times, in the manner stated above, and are reminded of the Golden Rules. They may be asked to make amends, as stated above.
2. If the unacceptable behaviour continues, they will receive a period of "Time Out" (also known as the 1, 2, 3 Time out process), or there will be loss of Golden Time.
3. Parents will be notified either in person, by phone, or by letter if misbehaviour continues.
4. If the unacceptable behaviour continues, the pupil will be excluded from the playground for a period of time e.g. two days/ a week.
5. In certain circumstances, in consultation with parents, a child may be placed on weekly report to monitor behaviour. The pupil will set targets for their behaviour and may have a Behaviour Plan put into action, in consultation with parents
6. In cases of extreme physical reaction by a pupil, including hitting or biting, parents will be notified and the child may be sent home. Parents may be asked to attend a meeting at school to discuss the behaviour
7. If unacceptable behaviour issues persist, advice and support will be sought from external agencies such as EA Behaviour Support Service, or CAMHS.
8. Repeated cases of negative, aggressive or dangerous behaviour could result in suspension from school in accordance with EA procedures.
9. In extreme cases, if all the above measure have not brought about change, following discussions with parents, Governors and the EA, the pupil may be expelled.

Our Addressing Bullying Policy outlines our ethos, preventative measures, strategies for addressing bullying type behaviour and the sanctions which may be employed to deal with this specific issue.

## **ROLES & RESPONSIBILITIES**

The Board of Governors is responsible for:

- Reviewing and approving the Positive Behaviour Policy, Code of Conduct, Addressing Bullying Policy and Pastoral Care Policy.
- Monitoring the effectiveness of the policies and suggesting changes where appropriate.
- Ensuring the effective implementation of the policies.

The Principal is responsible for:

- Leading a school culture that encourages positive behaviour and tackles negative effectively.
- Monitoring how effectively staff are implementing this policy.
- Monitoring how the school manages behaviour and responding accordingly.
- Ensuring that rewards, sanctions and other methods for managing behaviour are implemented fairly and consistently.
- Ensuring that behaviour is managed in line with legislation on safeguarding, equal opportunities and other statutory requirements.
- Ensuring that all staff are keeping records about behaviour, in line with the stated requirements.

Staff are responsible for:

- Implementing this behaviour policy fairly and consistently.
- Recording behaviour incidents and concerns in line with requirements.
- Issuing rewards and sanctions in line with the school policy.
- Modelling appropriate behaviour to pupils.
- Treating all pupils with respect.
- Fostering a positive learning environment
- Implementing strategies that have been put into place to help pupils to manage their own behaviour.

Parents are responsible for:

- Working in partnership with the school to support them in implementing this behaviour policy.
- Supporting their child to understand how to behave appropriately.
- Informing the school of any circumstances that may impact on their child's behaviour.
- Discussing any concerns with a relevant member of staff.

Pupils are responsible for:

- Ensuring that their behaviour is in line with the Golden rules and expectations of the school.
- Taking responsibility for their own behaviour.
- Communicating concerns or issues that they have regarding behaviour to an appropriate member of staff.



**Implementation Date: February 2024**