

St Therese of Lisieux Primary School



Promoting Positive Behaviour Policy

Article 19: You have the right to be protected from being hurt and mistreated, in body or mind.

May 2026

PROMOTING POSITIVE BEHAVIOUR POLICY

Our Vision Statement

As a thriving Catholic school, rooted in Christ's ministry and message, we offer a child-centred, ambitious, inclusive and holistic education; we work in partnership, in a nurturing and supportive atmosphere, building a flourishing and diverse community of care, love and aspiration.

Nurture Support Grow

St Therese of Lisieux Primary School aims to provide a nurturing, supportive, positive learning environment which fosters pupil growth and development. This ethos is underpinned by our code of faith and pastoral care. As a Catholic school we believe that the essence of good behaviour is respect for self, and care and consideration for others. Our Promoting Positive Behaviour Policy and procedures are based on our sense of community and these shared values, and ensures a consistent and coherent whole school approach which proactively promotes positive behaviour.

Our policy has also been informed by the DENI document, 'Working with the Whole School Community to Understand, Nurture and Support Social Behaviour and Emotional Wellbeing'. (Appendix 1)

We encourage pupil's awareness of their rights and responsibilities, promoting and developing their understanding, accountability and independence. (Appendix 2)

We are a nurturing school and all staff have received Whole School Nurture Training from the EA. A Whole School Nurture Approach helps develop resilience in pupils and the capacity to respond more confidently to challenges presented today and in the future. We aim to embed the six nurture principles throughout our school. They are:-

1. Children's learning is understood developmentally.
2. The classroom offers a safe base.
3. The importance of nurture for the development of self-esteem.
4. The importance of transition in children's lives.
5. Language is a vital means of communication.
6. All behaviour is a communication.

We recognise the need to meet the attachment and the social and emotional needs of our children, by offering a consistently nurturing and predictable approach from reliable, attuned adults to help build resilience and appropriate coping skills. As a school that understands learning developmentally, we realise that children's social, emotional and developmental age may differ to their chronological age. We teach positive values and skills and encourage pupils' growing self-awareness and self-discipline. As pupils develop and practise positive behaviour and skills they are encouraged and empowered to reflect and learn. We help pupils become increasingly socially skilled and self-disciplined as they progress through the school and to appreciate the consequences of their actions.-

All staff have also been trained in Trauma Informed Practice to develop their understanding of the potential impact of adversity and trauma upon individuals, families and communities and how relationships matter in promoting resilience and recovery. Trauma Informed Practice is critical to supporting the social behaviour and emotional wellbeing development of all regardless of age and stage of development or underlying factors. Our staff realise that we have can a significant impact on the emotional wellbeing of our pupils through supportive and positive relationships. We understand that trauma sensitive responses help create safety and calm for children helping them to regulate themselves more effectively. The importance of a trauma sensitive and regulated adult in creating safe, secure adult-child relationships is the foundation on which children learn how to manage their relationships, emotions and overcome adversity effectively.

We recognise that within our inclusive school community, there are some pupils for whom school is a 'Big Ask' and they may experience social, emotional and/or behavioural challenges. However, we understand that all behaviour is communication and always endeavour to look beyond the behaviour to identify, understand and meet the individual developmental needs of each child. We understand that relationships are the key to changing behaviour and that some pupils may require a differentiated response and additional supports which we provide through the SEN Code of Practice.

Aims of the Promoting Positive Behaviour Policy

- To provide a high quality Catholic education within a nurturing, caring and safe environment where every child is valued and respected.
- To foster a calm, purposeful and happy school atmosphere rooted in Gospel values.
- To understand that all behaviour is communication and respond with empathy, consistency and relational support.
- To promote the individual talents and potential of each child, supporting their social, emotional and spiritual growth.

- To build positive, caring relationships across the school community, offering stability, safety and predictability.
- To nurture happy, confident and respectful children who show care for themselves and others.
- To develop pupils' resilience, persistence, self esteem and independence through supportive and nurturing approaches.
- To encourage children to take increasing responsibility for their actions through restorative, reflective and trauma informed approaches.
- To provide clear, fair and predictable boundaries that promote physical and emotional safety for all.
- To equip pupils with the social, emotional and behavioural skills needed to flourish at school and in later life.
- To ensure a consistent whole school approach to behaviour, supported by strong parental partnership.

Promoting Positive Behaviour- Our Golden Rules

In St Therese of Lisieux we have six Golden Rules, a set of common values and positive behaviours which are expected of all stakeholders, while in school, travelling to and from school, and online. These Golden Rules were drawn up after consultation with children and staff. These are promoted and reinforced throughout the school.

- 1. We are gentle**
- 2. We are kind and helpful**
- 3. We listen**
- 4. We are honest**
- 5. We work hard**
- 6. We show respect**

Teaching the Golden Rules

The Golden Rules are discussed, explored, and then displayed in each classroom, in the canteen and in the playground. Staff respond positively to children, using the language of the Golden Rules to remind, encourage and praise.

Through discussions, stories and role play teachers will develop the children's understanding of expected behaviours in the classroom, corridors, stairways, playground, canteen, on the way to and from school and online, and the implications of the Golden Rules at age appropriate levels.

Involving Parents

Parents are encouraged to take an active part in the life of the school. We believe that is essential to establish trusting relationships with all parents so that we can work together in partnership to teach all children positive behaviour. Information about the ways that parents can help their children is discussed at curriculum meetings as well as at the Primary One Induction meetings. A booklet entitled *'A Parents' Guide to Promoting Positive Behaviour in St Therese of Lisieux Primary School'* is shared with parents during the P1 induction process, and key policies are available on our website.

Teachers are encouraged to attach a copy of the Golden Rules in each child's homework diary or reading record.

Promoting Positive Behaviour: Motivational Systems

We believe that positive relationships and interactions are the most important factors in promoting positive behaviour and are at the core of our approach. Nevertheless, we recognise that extrinsic motivators are sometimes necessary and appropriate. We use a variety of rewards which recognise, support and celebrate positive behaviours, including the following:

- Recognising and highlighting good behaviour as it occurs i.e. catch them being good
- Non-verbal acknowledgements – smile, nod, thumbs up
- Verbal acknowledgement and behaviour specific praise
- Visual rewards – stamps, stickers
- Reward certificates/notes home
- Pupil of the week certificates
- Class of the Week certificates/rewards
- St Therese's Little Way award scheme
- Monthly Gold Awards
- Exceptional Effort Award
- 'Super Work' Board
- Take Ten
- Sparkling Moments Book/Success Book/ I Can Book
- Table of the Week

- Class prizes
- Golden Time
- Peer support and mentoring-Buddy Systems, Friendship tree & Circle of Friends
- Increased responsibility roles within the classroom
- Inform parents of positive behaviour/improvement
- Homework vouchers
- School Leadership Roles-Playground Pals, Lunchtime Leaders, Canteen Helpers, Orchestra Leader/assistants, Digital Leaders, Librarians, School Council, Eco Team

We believe it is essential that all children receive positive encouragement and enjoy the positive consequences listed. A pupil's success both in their work and behaviour will be measured against their previous performance rather than against that of the others in their class.

Classroom Positive Behaviour Management:

Class teachers will establish a nurturing, positive classroom environment that supports social behaviour and emotional wellbeing, as well as encouraging and motivating pupils to remain on task and actively involved in their learning. Teachers ensure that the many transitions that take place daily are supported by effective routines and procedures. Golden Rules and supporting classroom routines/procedures, including rewards, are established and displayed, and children are encouraged, praised and reminded of them regularly.

Positive classroom behaviour is supported by:

- Whole School Nurture and Trauma Informed Practice Approaches
- Consulting pupils on the Golden Rules and systems of reward and consequences
- Positive relationships with emotionally attuned adults
- Recognition that all behaviour is communication-seeking to identify unmet needs
- Carefully managed transitions
- Being in class/in the yard to meet and greet your class
- Ensuring children enter and leave the classroom quietly and orderly
- Visuals-whole class and individual
- Growth mindset approach
- Teach using 'quiet' inside voices to encourage a calm and orderly environment
- Remaining calm while repeating instructions quietly
- Careful consideration to seating/ group-work arrangements for children.
- Changing/adjusting seating arrangements.

- Giving children specific responsibilities.
- Noticing, praising and rewarding frequently those children keeping the Golden Rules, before commenting on those not doing so.
- Positive correction- 'walk' rather than 'don't run'
- Specific proximal praise
- Rules for lining up so that pupils know exactly where they should be
- Having a 'calm area' in the classroom
- Planning shorter activities/chunking work for pupils with specific difficulties
- Effective classroom organisation, routines and procedures to minimise disruptions and avoidance tactics.
- 2 x 10 Strategy
- Circle Time
- Brain Breaks
- Sensory activities/Theraplay
- Fidget toys
- Calm Plan approach eg pigeon scale, breathing exercises
- Finger breathing/square/triangle/7-11 breathing
- Massage /peer massage
- Pal Dal Gum/Yoga/Tai Chi poses
- Guided relaxation

Class Points

Class teachers can use Class Points to encourage whole class contribution to positive behaviour. Points may be awarded individually or to groups for:

- Everyone enters the class quietly
- Everyone working hard-on task
- Good lunch time / break time report
- All following Golden/Class Rules
- Everybody listening
- Everyone lining up well
- Moving around the school quietly
- Moving around the school safely
- Wearing school/PE uniform with pride
- Hardest working group
- Quietest group

- Tidiest group
- Group cooperation
- Group effort-task well-executed/produced

Suggested class recognition systems:

- Golden Time
- Class scoreboard
- Tell A Good Tale
- Marbles in the Jar

Responding To Behavioural Mistakes

We strive to maintain high standards of work and behaviour. As a nurturing and trauma informed school, we understand children’s learning developmentally. This means recognising that academic progress, social skills, emotional responses and behaviours are influenced by age and/or stage of development. For some children age and stage of development may not be in alignment, and therefore they may require differentiated expectations, support and approaches to ensure they can engage safely and successfully in school life.

We also understand that all behaviours are communication, behaviour is learned in social situations and behaviour can be taught/changed. We recognise that unacceptable behaviour is often a stress reaction, and we respond calmly and sensitively to diffuse difficult situations and try to understand what the child is telling us.

We use positive behaviour management strategies to remind and encourage pupils to follow our Golden Rules and to repair damage to relationships. Addressing inappropriate behaviour will involve the teaching of appropriate behaviour and coping strategies, with the children reflecting on what they have done whilst being given opportunities to put it right and to develop and practice new behavioural responses. Staff encourage the children to try to resolve minor disputes themselves and to take responsibility for their own actions. Pupils are reminded of ‘behavioural choices’ ie. the consequences of their continuing unacceptable behaviour. When responding to unacceptable behaviour staff will aim to reduce tension and then to enhance personal and interpersonal skills, by teaching and modelling skills in problem solving and conflict resolution.

Pupils are helped to remember the relevant 'Golden Rule', which they have forgotten or ignored. If necessary, they will receive additional support through interventions that focus on building coping skills and resilience.

Staff reinforce the Golden Rules in a calm, clear and consistent manner, using language that reflects our nurturing and trauma informed approaches. Through this, we aim to guide pupils in developing the social skills, self-regulation and positive behaviours required to meet the high expectations of our school community.

Appropriate consequences will be used when necessary to support pupils in understanding the impact of their actions. We recognise that logical and proportionate consequences can play a constructive role in promoting positive behaviour and helping children learn that inappropriate behaviour carries accountability. All consequences will be implemented calmly, consistently and with respect, ensuring that pupils are given meaningful post incident opportunities for reflection, reparation, learning and reconnection.

Staff have the following strategies to choose from when responding to inappropriate behaviour:-

- 1 Non-verbal –look or tactically ignore
- 2 Providing redirection/distraction
- 3 Proximal praise
- 4 Humour/playful approach
- 5 A Rule Reminder or Rights Respecting Script
- 6 Direction/Re-direction-Expectation Discussion
- 7 Sensory/Mindfulness activity/Brain break/ -individual or whole class
- 8 Change of seating arrangements
- 9 Offer choices-consequences
- 10 Class Behaviour checklist
- 11 'Thinking Time' chair/table/calm area
- 12 Restorative Questioning
- 13 Worth a Re-Think discussion
- 14 Time in/Out
- 15 Think Time Meeting/Discussion- Reflection sheet
- 16 Individual Behaviour Contract-Targets
- 17 Withdrawal of a privilege
- 18 'Shadow' a teacher/assistant

- 19 Loss of Golden time
- 20 Lunchtime/playtime inside
- 21 Parent meeting
- 22 Daily home school communication

Pupils with Specific Behavioural Difficulties

As a nurturing school we understand children's learning developmentally and see all behaviour as communication. We endeavour to understand and support all of our pupils in an atmosphere of care and with an understanding of Trauma Informed Practice. We endeavour to see beyond inappropriate behaviour to understand each child's individual needs and challenges.

At the core of social/ behavioural/emotional needs is often stress, anxiety, lack of self-worth/low self-esteem and/ or fear of failure. These feelings can be caused by many issues including developmental delay, learning difficulties, fractured relationships, bereavement and witnessing/ experiencing trauma. Some children communicate their needs through socially unacceptable behaviours, others by withdrawing. Following nurture principles and trauma informed practice is critical to supporting the social, behaviour and emotional development of every child regardless of their age, stage of development or underlying factors.

Teachers and assistants will implement respectful, nurturing and supportive strategies that build relationships and help children develop the necessary coping skills to thrive in school and beyond. Our responses are informed by Trauma Informed Practice research, including the 4Rs.

Realise-we realise the impact Adverse Childhood Experiences (ACEs) and trauma can have. We also realise the significant impact staff can have on the emotional well-being of pupils through supportive and positive relationships.

Recognise-we recognise that pupils, their families and our staff may have experienced adversity. The behaviours we see may be due to experiencing stress or past ACEs. We pause before we react and seek to understand.

Resist re-traumatisation- our interventions aim to reduce tension as far as possible. While boundaries and routines are important, they are flexible when necessary, to allow for an individual centred approach.

Respond-our responses are trauma informed, consistent and nurturing. We aim to support the well-being of all members of our community by actively fostering a sense of everyone belonging.

Teachers should liaise with the Foundation Stage Support Teacher, the SENCO and/or the Principal if they believe that pupils are communicating unmet needs through their behaviours. Some children may need additional support including individual behaviour/support plans and referral for support from other professionals/ agencies. Children with specific behavioural difficulties will be referred to the SENCO who will then follow procedures in line with the Special Educational Needs Code of Practice.

Recording Incidents of Concern

A written note of the pupil's inappropriate or unacceptable behaviour must be written contemporaneously and kept in the Class Pastoral Log and their progress reviewed.

Where serious behavioural incidents such as persistent misbehaviour, verbal and physical aggression, bullying behaviour (including online/cyber bullying), vandalism or risk taking behaviour the following procedures will be implemented: -

- Referral of behavioural concern to Designated Teacher for Child Protection/SENCO/ Vice-Principal and/or Principal to review the current support for the child and to identify any further supports that can be put in place to meet the needs of the child so they can communicate their needs appropriately.
- Risk assessment and risk management planning
- Parents will be contacted to discuss the concerns & an intervention plan that aims to nurture and support the child.

Referral to other services, including Behaviour Support Team or Educational Psychology may be appropriate, who will then advise the school and may assess the child. Individual support may be required and a Behaviour IEP prepared with the child.

Should a pupil fail to respond satisfactorily despite interventions to promote their return to Positive Behaviour, the Principal will consider appropriate referral to other external support professionals and agencies for additional advice, assessment or support and will advise the Board of Governors of the ongoing, unresolved behavioural issues.

School Governors may choose to meet the pupil and their parents at school to address such concerns.

Emergency Measures

In the event of a very serious risk, assault or wilful damage, premeditated and/or substantial theft:

- Parents are asked to come to the school to discuss the concern with staff
- The Principal may be required to use her authority to suspend the pupil from the school for a maximum of 5 school days, during which staff will assess concerns and plan an appropriate response to effectively 'risk-manage' issues
- The Principal will inform the Board of Governors and as appropriate other agencies eg. Social Services, PSNI, maintaining accurate, contemporaneous records of all such communications (verbal and written)

Suspensions and Expulsion

Having satisfied themselves that all avenues have been exhausted, school Governors may decide to exercise their right to consider a pupil's suspension or expulsion. The ultimate consequence of persistent, serious, unacceptable behaviour is exclusion. The quality of education of all children in the school is an over-riding consideration. If all attempts have failed to achieve appropriate behaviour change, the Principal and Board of Governors may have no option other than to suspend or expel a pupil, following the CCMS Scheme for Suspension and Expulsion of pupils.

Resources and Training

Through the School Development Planning process and ongoing self-evaluation, in-service training needs will be identified and addressed within the school's financial capacity. In addition, all staff are aware of available and appropriate in service training provided by the EA's Nurture Team, Being Well Doing Well Team, Behaviour Support Team, Education Psychologists and Outreach Support Services including Clarawood and Harberton.

Links to other policies

This policy should not be seen in isolation and should be cross referenced with other curricular and pastoral policies within the school; in particular, the Pastoral Care Policy, Special Educational Needs and Inclusion Policy, Staff Code of Conduct, E-safety Policy, Anti Bullying Policy, Safe Handling Policy, PDMU Policy, Health and Safety Policy and the Suspensions and Expulsions Policy.

Monitoring and Evaluation

Please note this is a working document, which requires on-going appraisal and update. Sustaining positive behaviour creates a need for continuing self-reflection and ongoing review and assessment of the effectiveness of our approach to nurture and positive behaviour management.

Review of Policy

School Governors have a statutory duty to ensure that the school is promoting positive behaviour. The next scheduled review of this school policy will take place in January 2029.

Appendix 1

DENI –‘Working with the Whole School Community to Understand, Nurture and Support Social Behaviour and Emotional Wellbeing’ available at https://www.education-ni.gov.uk/sites/default/files/publications/education/SEN%20RESOURCE%20FILE-SBEW_0.pdf

Appendix 2

Rights and Responsibilities

Parents and teachers have discrete and complementary roles in the education of our young people. The following are the respective rights and responsibilities of the pupils, teachers and parents of St Therese of Lisieux Primary School.

Pupils have a right to:

- a childhood (including protection from harm)
- be nurtured
- be educated
- be healthy
- be valued as members of the school community.
- make mistakes and be supported to learn from them.
- 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.
- work and play within clearly defined and fairly administered codes of conduct.

Pupils have a responsibility to:

- come to school on time
- come suitably equipped and prepared for the lessons in the day ahead
- develop and maintain a desire to do their schoolwork and homework to the best of their ability
- respect the views, rights and properties of others, and behave safely in and out of class.
- conform to the conventions of good behaviour and abide by school rules
- seek help if they do not understand or are in difficulties

Teachers/classroom assistants have a right to:

- work in a safe and secure environment
- work in an environment where common courtesies and social conventions are respected
- express their views and contribute to policies that are required to reflect in their work
- feel supported in their emotional health and well-being

Teachers/classroom assistants have a responsibility to:

- nurture all the pupils in our school
- teach and support all pupils according to their educational need
- listen to pupils, value their contributions and respect their views.
- be active role models in promoting positive behaviour at all times
- provide feedback in an informative way to pupils and parents
- use the WSNA to encourage the learning of appropriate behaviour
- be consistent and positive when responding to undesirable behaviour, in accordance with 'Promoting Positive Behaviour' School Policy
- ensure parents are aware of and understand our school expectations, Golden Rules and procedures for responding to concerns

Parents have a right to:

- a safe, well managed and stimulating environment for their child's education
- to be well informed about school rules and procedures
- reasonable access to the school, and to have their enquiries and concerns dealt with sympathetically and efficiently
- be informed promptly (if their child is ill or has an accident in accordance with school Policy) or if the school has concerns about their child's behaviour

Parents have a responsibility to:

- ensure that their child attends school regularly and arrives in good time
- ensure their child has had a good night's sleep and a healthy breakfast
- ensure their child brings a healthy break and lunch
- ensure their child wears the correct school uniform
- ensure homework is done to the best of their child's ability and signed by a parent/guardian
- ensure the child is suitably equipped for the lessons in the day ahead
- be aware of school rules and procedures and encourage their child's positive behaviour
- act as positive role models for their child in their relationship with the all members of the school community
- make every effort to attend school meetings in relation to their child's school experience
- provide the school with the necessary background information about their child, including telling the school promptly about any concerns they have about school or any significant change in their child's medical needs or home circumstances, as requested in line with the school's PPB Policy