



**'We Work Best When We Work
Together'**

BEHAVIOUR POLICY

Policy Update: February 2026

Policy to be reviewed by: September 2026

Legislative and Policy Framework

This policy has been developed in line with statutory requirements and guidance issued by the Department of Education Northern Ireland (DENI) and associated bodies. In particular, it reflects the principles and expectations outlined in the following documents:

- Pastoral Care in Schools: Promoting Positive Behaviour
- Department of Education (Northern Ireland), 1999
- Every School a Good School – A Policy for School Improvement
- Department of Education (Northern Ireland), 2009
- Special Educational Needs and Disability Code of Practice
- Department of Education (Northern Ireland), 2015
- Children (Northern Ireland) Order 1995
- Safeguarding and Child Protection in Schools – A Guide for Schools
- Department of Education (Northern Ireland), Updated 2023
- Addressing Bullying in Schools Act (Northern Ireland) 2016
- The Education (Northern Ireland) Order 1998

This policy should be read in conjunction with the school's:

- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Special Educational Needs Policy
- Health and Wellbeing Policy

School Ethos and Principles

Malvern Primary School is committed to providing a safe, caring, inclusive, and well-ordered environment where all children feel valued and supported to learn.

In line with Every School a Good School (DENI, 2009), we recognise that effective learning and teaching are dependent upon positive behaviour, strong relationships, and emotional wellbeing.

We acknowledge that:

- Behaviour is learned and can be taught (Pastoral Care in Schools, 1999)
- All children have the right to be treated with dignity and respect
- Behaviour may be influenced by social, emotional, or additional learning needs, as recognised in the SEND Code of Practice (NI, 2015)

Our approach is grounded in restorative practices, supporting children to understand the impact of their behaviour, take responsibility, and repair relationships.

Aims of the Policy

In accordance with DENI guidance, this policy aims to:

- Promote positive behaviour, self-discipline, and emotional regulation
- Ensure a safe and supportive learning environment for all pupils
- Develop children's empathy, resilience, and sense of responsibility
- Support pupils to reflect on behaviour and make positive choices
- Provide a consistent whole-school approach to behaviour management
- Ensure reasonable adjustments for pupils with Special Educational Needs and Disabilities, as required under the SEND Code of Practice (NI, 2015)
- Strengthen partnerships between school, parents, carers, and external agencies

Restorative Practice Framework

- In line with Pastoral Care in Schools: Promoting Positive Behaviour (DENI, 1999), Malvern Primary School adopts restorative approaches which:
 - Emphasise relationship-building and mutual respect
 - Promote dialogue, reflection, and accountability
 - Focus on repairing harm rather than punishment
 - Support reintegration and positive behaviour change

Restorative practice is embedded within daily classroom routines across mainstream provision and specialist units, and is used proactively as well as in response to behavioural difficulties.

Promoting Positive Behaviour

Positive behaviour is promoted through:

- Clearly defined expectations that are explicitly taught and reinforced
- Consistent routines and predictable structures
- Positive reinforcement recognising effort, cooperation, and progress
- Calm, respectful communication by all staff
- Opportunities for pupil voice and participation, in line with Every School a Good School (DENI, 2009)
- Explicit teaching of social, emotional, and behavioural skills through the NI Curriculum

Consistency is maintained across the school while recognising the need for flexibility and individualisation, particularly for pupils with additional needs.

Circle Time and Reflective Discussion

Circle Time

Circle Time is a core pastoral strategy used to support:

- Emotional literacy and wellbeing
- Communication and listening skills
- Inclusion and positive peer relationships
- Social problem-solving and empathy

In accordance with the SEND Code of Practice (NI, 2015), Circle Time is adapted appropriately for pupils in the Autism and Severe Learning Needs units, through:

- Visual and symbol-based supports
- Smaller group or individual sessions
- Sensory-based and experiential approaches
- Flexible expectations around participation

Restorative and Reflective Conversations

When behaviour falls below expectations, staff engage pupils in restorative conversations once they are calm and emotionally regulated. These conversations are developmentally appropriate and may be supported through alternative or augmentative communication where required.

The purpose is to support understanding, learning, and positive change, in line with DENI guidance on pastoral care.

Responding to Challenging Behaviour

In line with Pastoral Care in Schools (DENI, 1999) and safeguarding guidance:

De-escalation and Early Intervention

- Staff respond calmly and respectfully
- Regulation strategies, time, and space are provided
- Behaviour is addressed without labelling or humiliation

Supportive Consequences

Where consequences are necessary, they are:

- Proportionate and reasonable
- Clearly explained and understood
- Focused on restoration and learning
- Consistent with the child's developmental level

Physical intervention is used only as a last resort, in accordance with DENI safeguarding guidance (2023) and the school's safeguarding procedures.

Pupils with Special Educational Needs and Disabilities

Malvern Primary School meets its statutory duties under the SEND Code of Practice (NI, 2015) by making reasonable adjustments to behaviour expectations and support.

- Provision may include:
- Individual Behaviour Support Plans
- Sensory and emotional regulation strategies
- Visual communication systems
- Collaboration with parents, carers, and external professionals

High expectations are maintained, but approaches are individualised, flexible, and inclusive.

Roles and Responsibilities

Staff

All staff are responsible for:

- Implementing this policy consistently
- Modelling positive behaviour and respectful relationships
- Maintaining high expectations for all pupils
- Engaging in professional development related to behaviour, safeguarding, and SEND

Parents and Carers

Parents and carers are encouraged to:

- Support the school's behaviour expectations
- Communicate openly with staff
- Work in partnership to promote their child's wellbeing

Monitoring and Review

In line with DENI expectations, this policy will be:

- Monitored by the Principal and Senior Leadership Team
- Reviewed regularly by the Board of Governors
- Evaluated through self-evaluation and inspection processes
- Updated to reflect changes in DENI guidance or legislation

Statement of Commitment

Malvern Primary School is committed to promoting positive behaviour through care, consistency, and restorative practice, ensuring that every child is supported to feel safe, respected, and able to succeed.