



# Powerstown Educate Together National School

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*Powerstown Educate Together National School*

## Positive Behaviour Support Plan

*This plan has been formulated by Powerstown ETNS to assist staff in the active promotion of positive behaviour throughout the school.*

*This plan is based on the principles of*

- *Jenny Mosely's Circle Time*
- *Incredible Years*
- *Restorative Justice for Schools*

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## 1. INTRODUCTION

The purpose of this plan is to support staff in the active promotion of positive behaviour in the classroom and in the wider school environment. The plan aims to provide teachers with guidance in

- (a) Implementing effective systems to promote positive behaviour, and
- (b) Responding to behaviours which are preventing children from benefitting from education.

The procedures and practices outlined in this plan comply with the school's Code of Behaviour and Anti-Bullying Policy.

## 2. RULES

- Rules and routines which explicitly outline the behaviour that is acceptable in the school context must be clearly taught and agreed upon at the beginning of the school year and revised regularly.
- Rules should be written in simple, positive language, e.g. *"We always tell the truth"* rather than *"We never lie"*.
- Rules should be clearly displayed:
  - Junior classes should have visual reminders of rules, e.g. photographs of children demonstrating rules.
- Children should know what is expected of them at all times in different areas of the school. The sample lists below may be added to or adapted to suit each class level and specific class needs.

### 2.1 Classroom

- ✓ We use kind hands, kind feet, kind words.
- ✓ We do our best work and let others do the same.
- ✓ We are honest; we always tell the truth.
- ✓ We come to school on time and prepared.
- ✓ We are fair, friendly and respectful.
- ✓ We respect our property and everyone else's.
- ✓ We keep our classroom clean and tidy.
- ✓ We are good listeners.
- ✓ We use good manners.

### 2.2 Playground

- ✓ We use kind hands, kind feet, kind words
- ✓ We use Peer Mediation when we are upset
- ✓ We include others in our games
- ✓ We keep our feet on the ground (i.e. no cartwheels, no climbing)
- ✓ We run carefully and watch out for younger children
- ✓ We respect school property (i.e. yard games)
- ✓ We walk nicely to our line when the bell rings
- ✓ We get permission from an adult if we need to leave the yard

## 2.3 School

- ✓ We show respect to others
- ✓ We respect school property
- ✓ We walk in the corridors on the left-hand side
- ✓ We knock before we enter another teacher's classroom

## 2.4 Assembly

- ✓ We keep our hands and feet still
- ✓ We are good listeners
- ✓ We raise our hand if we want to speak
- ✓ We show respect for others

# 3. ROUTINES

Positive routines can help to prevent behaviour problems and should be taught explicitly. Class teachers should establish clear and consistent procedures for behaviour within the classroom to include the following:

## 3.1 Movement around the classroom / school

- Leaving seat: e.g. raising hand
- Going to the bathroom: e.g. lámh sign for toilet / use of a non-verbal gesture such as a "T" shape with hands
- Getting teacher's attention: e.g. raising hand
- Keeping the room safe and tidy: e.g. pushing in chairs when leaving seats, stacking chairs at the end of the day, moving tables safely (i.e. for Assembly or Drama)
- Changing tasks: e.g. use of transitions, giving out books, collecting books
- Lining up:
  - One group or table to line up at a time
  - Class should not leave the classroom until all children are standing quietly in the line
  - Children walk on the left-hand side of the corridor
  - Children are escorted by their classroom teacher to the classroom / playground / Assembly

## 3.2 Class jobs and responsibilities

- Jobs chart: Children should be assigned jobs at the beginning of each day or week to assist with everyday routines and to help keep the classroom neat and tidy. The number and difficulty of jobs should be adapted for each class level.
  - *Energy monitors* – Lights monitor, door monitor, window monitor: Turns off lights and computers, closes the door and windows
  - *Floor monitor*: Sweeps floor / picks up papers and rubbish
  - *Messenger(s)*: Brings messages to other classrooms
  - *Library monitor*: Tidies library at the end of day, helps sign books in and out for other children

- *Toilet monitor:* Makes sure there is soap and toilet paper, makes sure taps are turned off and toilet is left tidy
- *Line monitor:* Makes sure line is straight and calm
- *Teacher helpers:* Helps to hand out and collect books and materials
- *Board monitor:* Cleans the board at the end of each day
- *Games monitor:* Keeps the classroom games neat and tidy
- *Yard helpers:* Helps to bring yard games to and from the playground



*Sample Classroom Jobs Charts*

### 3.3 Early-Finish Activities

- Children should be provided with a number of meaningful early-finish activities for when they are finished assigned tasks. This will prevent children from becoming idle and so promote positive behaviour. (See Appendix 1)
- An easily-accessible area of the classroom should be assigned for storing early-finish activities.
- Children could keep their library book and busy-work copy in a basket at their table.

### 3.4 Transitions

- Teachers should use visual cues or short activity breaks to regain the children's attention between lessons. (See Appendix 2 for ideas).

### 3.5 Restorative Circles

- Building a caring classroom community guards against negative behaviours. One of the first tasks in creating a classroom in which relationships matter is to help everybody to build these relationships as individuals and as a group. Ultimately you will be hoping to create a class community where everybody cares about each other and take each others' feelings and needs into consideration. The best way to embark on this is by using Circles. (See Appendix 7 for sample circle lesson). For further information please see Restorative Practices Policy.

## 4. REWARDING GOOD BEHAVIOUR

Teachers should try to 'catch children being good' and reward positive behaviour as often as possible throughout the day. The strategies listed below are used throughout the school. (Please see Appendix 3 for additional ideas).

### 4.1 *Traffic Lights*

A 'Traffic Light' system is used to monitor behaviour. Children's names are on green at the beginning of the day to show they are 'Ready to Learn!' A name moves up to blue, and then yellow for good behaviour. A 'Good News Note' may be sent home when a child's name reaches yellow.

### 4.2 *Class Dojo*

Class Dojo is used as a points system in each classroom throughout the school.

- Each teacher should set up a class account on [www.classdojo.com](http://www.classdojo.com) at the beginning of the year.
- Student and parent log-in details should be sent home.
  - Students can change their avatar at home using their log-in details.
  - Parents can monitor their child's points, read 'good news' notes
- Teachers can download the Class Dojo App onto smartphones to enable them to award points in different areas of the school, in the playground or on class trips.
- Points should be refreshed at the beginning of each week.

### 4.3 *Reward Cards*

Students earn reward cards based on Class Dojo points. Reward cards are divided up and organised according to the number of points earned, i.e. 10 point cards, 20 point cards, 30 point cards. (Please see Staff Intranet for downloadable reward cards).

### 4.4 *Certificates / Happy Grams*

Students may be awarded certificates or 'Happy Grams' to recognise good efforts or specific achievements. (Please see Staff Intranet for Incredible Years templates).

### 4.5 *Weekly Awards*

Weekly Awards are presented in Assembly: 'Green Student of the Week', 'Work to be Proud of', 'Gaeilgeoir na Seachtaine', and 'Best Around School'.

### 4.6 *Leaves*

Classes are awarded leaves to put on their class tree (on display in the corridor) for good behaviour around the school or in the playground, e.g. good lining up, walking nicely on the corridor, good team work, sharing yard games and toys, etc. Teachers cannot award leaves to their own class but can give leaves as compliments to other classes.

### 4.7 *Golden Time*

Students earn 'Golden Time' throughout the week. A 'Golden Time Clock' is displayed at the front of each classroom and students earn 5-minute stars for good behaviour. Stars are added up on a Friday afternoon and children are awarded with 'Golden Time' accordingly.

## 4.8 *Compliment slips*

Children write compliments for someone who has done something nice for them, made them happy and post it in the 'Friendship Post-box'. Compliments are read out at random by teachers.

## 5. MANAGING BEHAVIOUR

The Incredible Years Teaching Pyramid should be used as a guide for behaviour management in the classroom (see Appendix 4).

### 5.1 *Language / Commands*

- Give clear and concise instructions
- Praise specific behaviours, e.g. "I like the way you....."
- Use children's names when praising
- State in the positive, e.g. "Show me how well you can listen", rather than "Stop talking!"

### 5.2 *Children Off Task*

- Use non-verbal gestures, e.g. Give Me Five, Noise Meter
- Praise a child sitting nearby
- Proximity: Stand close to child displaying unwanted behaviour
- Remove distraction
- Point to the book / resource / activity

### 5.3 *Disruptive behaviours*

- Reminder of expected behaviours, classroom rules and routines
- Visual reminder or warning, e.g. 'sad face' token is placed on child's desk and turned back to 'happy face' when child stops displaying unwanted behaviour
- Traffic Lights: Child's name is moved to orange to give them a further warning.

## 6. DEALING WITH BEHAVIOUR ISSUES

### 6.1 *Peer Mediation*

- Peer Mediation is used to resolve ALL child-child and adult-child conflicts.
- Appropriate Peer Mediation scripts should be used to facilitate mediation conversations (see Code of Behaviour for Peer Mediation Script).
- Sanctions (e.g. Traffic Lights, Time Out) should not be given to a child before peer mediation is carried out. A child should be asked what happened and should understand that a behaviour was unacceptable before being given a sanction.

### 6.2 *Traffic Lights*

- If a child is displaying an unwanted behaviour and visual reminders and warnings have already been issued, his or her name should be moved to orange. When the behaviour improves, his or her name should be moved back to green.
- If a child's name is on orange and the unwanted behaviour continues, his or her name should be moved to red and they should be given a 'Stop, Think, Do' sheet to self-evaluate the rule they have broken. This sheet is brought home and signed by a parent.

When returned to school it is signed by the teacher and stored in the teacher's records. It is also scanned by class teacher and emailed to secretary to upload to child's file.

- A child's name should NOT be moved straight to red without warning or peer mediation.
- ❖ **NB: Sanctions should be issued in line with the school's Code of Behaviour and teachers should aim to use them selectively.**

## Appendix 1: Early-Finish Activities:

A list of age-appropriate early-finish activities could be pasted onto the inside cover of each child's busy-work copy. Alternatively an appropriate list of activities could be displayed on the wall. Children could be rewarded behaviour points for completing a certain number of early-finish activities (to an acceptable standard).

### Maths

- Puzzles: Sudoku, Magic Squares, etc.
- Problem-Solving Cards
- Calculate how many hours / minutes / seconds you spend in school
- List or draw all the 2D shapes you can see
- List or draw all the 3D shapes you can see, make nets, list the number of faces/edges/vertices
- Estimate how many steps from your desk to the toilet / teacher's table, whiteboard, sink, staff room, Principal's office, yard, garden, goal post, etc.
- Design a bedroom and write a shopping list using an Argos catalogue. Calculate measurements and expenses.
- Additional Worksheets

### English

- Writing activities
  - Free writing
  - Write a poem
  - Write a book or film review
  - Write a book project
  - Make a card or a bookmark
  - Make a list of all the things you can hear or see from the window
  - Write an A-Z list (e.g. vegetables, fruit, flowers, cars, trees, names, places, rivers, cities, famous people, bands)
  - Write a letter
  - Write instructions, e.g. How to play your favourite game
  - Describe yourself for an alien
  - Write interview questions for a person of your choice
  - Pretend you are a reporter. Write an exciting / interesting report.
  - Write an acrostic for today, e.g. Monday, Tuesday
  - List all the verbs that you will do today
- Reading: Silent reading at desk or in reading corner
- Read a poem and draw a picture
- Visual discrimination activities: Where's Wally, Spot the Difference, Word Searches
- Crosswords
- Write the first word that comes into your head. Link it to the next word by word association until you have 20 words.

## Other

- Write 10 questions to find out things you don't know about a friend
- Compose a song or a rap
- List all the things you are good at
- Write out 5 'Call my bluff' definitions
- Find and write out 5 facts about a topic of interest (from a library book, internet)
- Listen to some music and draw/write a response
- Research a topic being covered in History / Geography / Science
- Write a list of adjectives to describe yourself
- Design a yard game for infants
- Design a useful invention
- Draw yourself as a cartoon character
- Look at the clouds in the sky and describe what you see.
- Design a logo that represents your class.
- List all the possible uses of a straw / match / string. See how many you can think of.
- Make up 10 quiz questions you know the answer to. Swap them with a friend.
- Imagine you are Taoiseach. List 5 laws you would pass and explain why.
- Design your own family crest.
- List all the activities you like to do in school.
- Imagine you are a hotel owner. Describe why your hotel is the best and why.
- Imagine you are manager of a famous football club. Describe your day.
- Describe how you are feeling using colours.
- You have 3 wishes – what are they?
- List 10 items you would bring to a desert island and explain why.
- Invent your own superhero and describe them.
- Illustrate a proverb or saying.

## Appendix 2: Transitions

- Give Me Five: Hold up 5 fingers and wait until all children do the same. See who is ready first!
- Thumbs up: Give class a thumbs up and wait until all children are doing the same. (Teacher could vary hand signal – peace sign, OK sign, etc.)
- Song / Rhymes / Poems
- Oral Language Games
- Clapping Games
- Countdown Game: 8-4-2-1
- Read a story
- Busy Breaks
- Action Game: Mirror, Simon Says
- Movement Break: Chair push ups, stretches, etc.
- Debate: 5 minute debate on random topic
- Brain Snack: Solve a Maths problem

## Appendix 3: ADDITIONAL IDEAS FOR POSITIVE REINFORCEMENT AND REWARDS

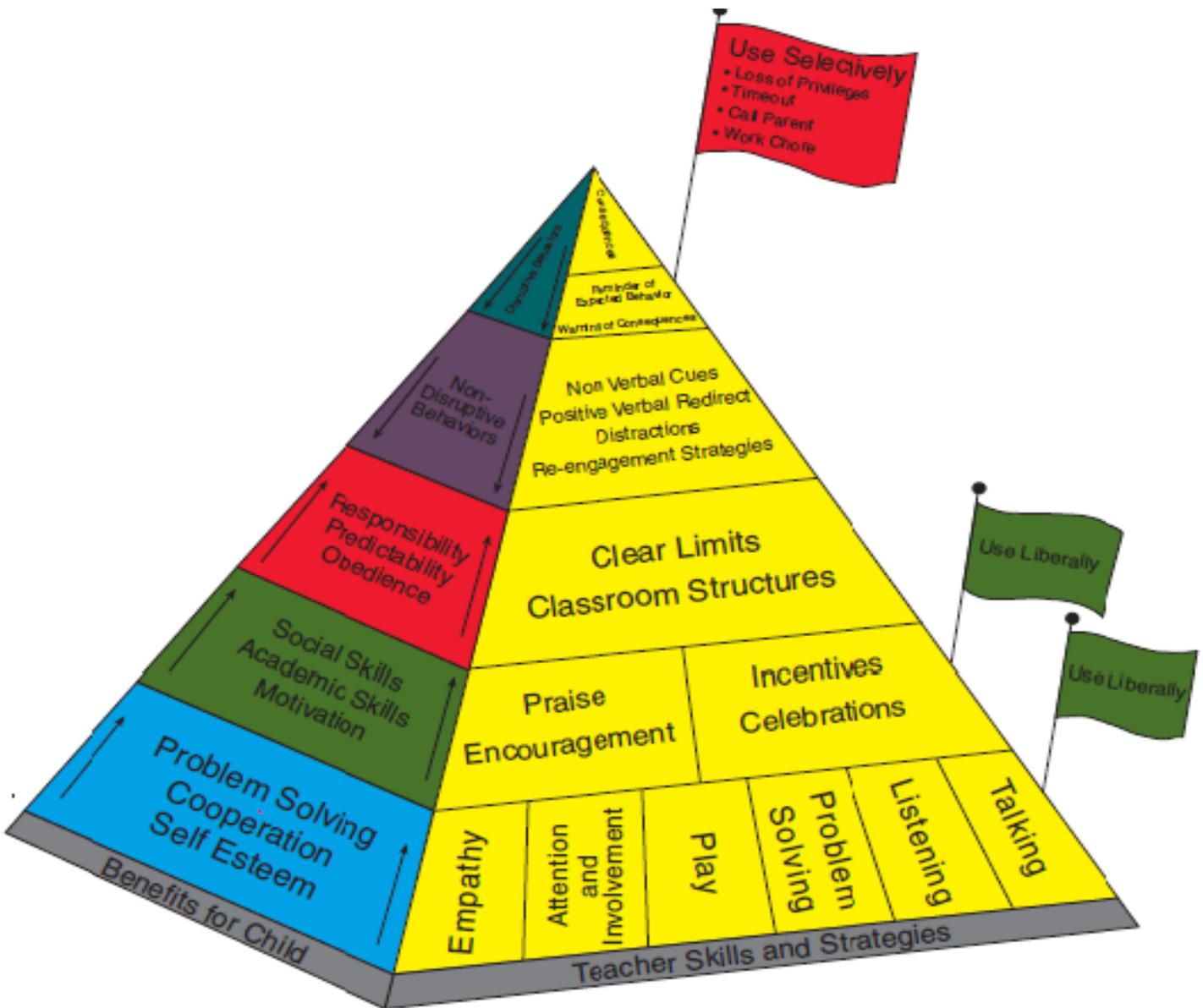
### *Rewards:*

- A visit to another classroom and/or the Principal
- Happy Grams: Sending positive notes home to parents.
- Raffle tickets – Award raffle tickets to children for good behaviour. Write name on ticket and enter into drum. More tickets means better chance of winning.
- Top 100 – Put 100 square on wall and tick off a square every time class shows good behaviour. Give class reward when 100 square is full.
- Ladder of Success – Make a ladder display with children’s names and move names up for good behaviour and achievements
- Rewarding punctuality – Hand out raffle tickets to children standing in line in the morning. Start at the back and move forwards.
- Golden Folder – Put a nicely decorated folder on display in the classroom. Each week one child is selected and a page is added to the folder with their name on it. During the week other children write positive comments about that child in the folder.
- Gold medals – Star of the day / week wears a medal and receives extra privileges
- Class Mascot – Buy a mascot for the class and the star of the week gets to take it home at the end of the week
- Marble Jar / Group Points: Teacher keeps a jar for each group on his or her table. Groups receive marbles for team work / tidy table. Winning group decides on Golden Time activity at the end of the week.
- Star of the Week sits on a cushion for the week.
- Yard Hero: Students are awarded a sash or badge for good behaviour on the yard.

### *Celebrating Achievements*

- Target and achievement tree – Put goals on leaves at the beginning of each term (orange and red for start of year, green for spring/summer). Write achievements on fruit / flowers.

## Appendix 4: Incredible Years Teaching Pyramid



## Teaching Pyramid

## Appendix 5: CREATING A POSITIVE ENVIRONMENT

### *Positive Relationships*

- Greet the children as they come into the classroom
- Hold morning meetings with the children to discuss the schedule for the day, goals and wishes and special announcements or news.
- Regular circle time:
  - Discuss achievements
  - Discuss goals and targets
  - Collaborative games to promote self-esteem, social skills, team work
  - Resolve issues
- Mediation and breathing exercises, yoga stretches

### *Positive Physical Environment*

- Colourful displays celebrating the children's learning
- Appropriate lighting and ventilation
- Easy access to materials, e.g. extra supplies, items/books clearly labelled and within easy reach
- Posters to promote positive behaviours, pictures of children displaying behaviours
- Notice board to display positive class news, announcements, achievements
- Treasure Chest: Decorate a box and fill it throughout the year with items that remind the class of something that made them happy, e.g. happy stories, photographs of class outings, souvenirs from class trips, names of favourite songs or poems, etc. Items can be taken out at random and discussed, memories recounted.

Appendix 6: Good News Notes Template

<p style="text-align: center;"><b>Good News!!</b></p> <p>To: _____</p> <p>Just a quick note to let you know how happy I am that:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Thanks! </p> <p>_____</p> <p>Date _____</p>	<p style="text-align: center;"><b>Good News!!</b></p> <p>To: _____</p> <p>Just a quick note to let you know how happy I am that:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Thanks! </p> <p>_____</p> <p>Date _____</p>
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## Appendix 7: Sample Restorative Circle Lesson

### Suggestion for an Early Circle for Building Connections

#### Check-In

'My name is... and my favourite pudding is...'

#### Mixer

'Stand up and change places all those who...'

Use Card Set E of suggestions but develop your own or ask the children for ideas.

#### Main Activity - Pair then Share

Things in common (from the video 'Coming Round to Circle Time', Robinson & Bliss, Lucky Duck Publishing).

Invite each pair to find two things they both like, for example, a favourite colour, a TV programme, a hobby.

Model the next stage - Introduce your partner and yourself and mention one thing you both like:

'This is... my name is... and we both like...'

Your partner then repeats this sentence and mentions the other thing you both like.

Invite the next pair to continue in the same manner and so on round the circle.

#### De-Brief, optional for very little ones - Circling

Model the following sentence with your own answer first:

'One thing I've learned from doing that activity was...'

#### Energiser/Cooperative Game using a Non-Verbal Version of the Connection Tool - Circling

##### Pass the Smile

Explain that you are going to smile at the person on your right and then they will pass it on by smiling at the person to their right and so on around the circle until it gets back to you.

#### Check-out

'One thing I enjoyed about this circle was...'