

ABERCORN PRIMARY SCHOOL



Positive Behaviour Policy **(Draft)**

Ratified: 9.10.25

Reviewed: Aug 25

Next Review: Aug 28

Enrolling your child at Abercorn Primary School implies that you, as parents, accept our approach to promoting positive discipline and that you will fully support our efforts to maintain standards and develop your child to become self-disciplined.

This is a whole school policy and has regard for children in all key stages.

Abercorn Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. The school's aims promote a high standard of behaviour and an ethos where all members of the school are valued. We believe in the development of self-esteem, respect for others and self-discipline. We place great emphasis on positive reinforcement of behaviour through praise. Children's confidence and self-esteem are developed through encouragement, incentives and rewards, both verbal and written.

1.0 AIMS

The aims are to create an environment in which pupils show motivation and work well with their teachers in an atmosphere of mutual respect, good humour and co-operation.

- To build a community which values kindness, care, good humour, respect and empathy for others.
- To ensure that everyone is treated fairly and shown respect.
- To promote good relationships.
- To help pupils take control over their behaviour and be responsible for any consequences.
- To provide well planned, appropriate, curricular and extra-curricular activities which meet the needs of all children.
- To create an atmosphere in which pupils respond positively in class, take pride in their work and show both interest and attention.

2.0 RIGHTS AND RESPONSIBILITIES

To develop positive relationships throughout the school community everyone should be treated with respect and dignity, be aware of their rights and fulfil their responsibilities.

Governors have the right to ... • Be consulted. • Be kept informed.	Governors have the responsibility to ... • Support the Principal and staff in ensuring the efficient running of the school. • Attend meetings and when possible, school events.
Pupils have the right to... • Be valued members of the school community. • Be treated fairly with respect. • Hear and be heard – to express his/her opinion. • Learn to achieve success and have that success acknowledged.	Pupils have the responsibility to... • Arrive at school on time, wearing the correct uniform, equipped for the day ahead. • Respect views, rights and property of others, and behave safely and appropriately both in and out of class. • Co-operate with adults in school and their peers. • Work to the best of their ability. • Follow class rules and the school code of conduct. • Take responsibility for their own behaviour and learning.
Staff have the right to... • Work in an environment where common courtesies and social conventions are respected. • Express their views and contribute to policies. • A suitable career structure and opportunities for professional development. • Support and advice from senior colleagues and external bodies. • Adequate and appropriate accommodation and resources.	Staff have the responsibility to... • Behave in a professional manner at all times. • Promote positive behaviour • Show interest and enthusiasm in their work and in their pupils' learning. • Listen to the pupils, value their contributions and respect their views where appropriate. • Support, praise, and as appropriate reward pupils' good behaviour. • Apply sanctions fairly, consistently, proportionately and reasonably, taking account of individuals and circumstances.

	• Expect high standards and acknowledge effort and achievement.
Parents/Carers have the right to ...	Parents/Carers have the responsibility to ..
• A safe, well managed and stimulating environment for their children's education. • Be kept informed of the life and work of the school and the progress of their children. • Be well informed about the school's rules and procedures. • Reasonable access to the school and to have their concerns and enquiries addressed in a sympathetic and efficient manner as far as is reasonable.	• Ensure good attendance, punctuality and to send children to school, equipped and ready to learn wearing the correct uniform. • Be aware of school rules and procedures and encourage their child to abide by them. • Support learning at home and show an interest in their child's work. • Inform the school of circumstances which may affect their child's behaviour. • Attend planned meetings with teachers. • Support school policies. • Act as positive role models for their child in their relationship with school.

3.0 Desirable and Undesirable Behaviours

- Some rules and routines may be very general in nature and difficult to understand how they manifest themselves in the daily running of the school.
- This section may help parents and pupils to know what types of actions are classified as 'positive' behaviour. The following is a list of what the staff, pupils and parents of Abercorn Primary School view as desirable and undesirable behaviour. It is by no means an exhaustive list.

• Desirable	• Undesirable
• Good manners • Treat others as you would like to be treated yourself • Always trying to do your best • Being a good listener • Following instructions • Helping others • Telling the truth • Sharing • Making sure everyone is included • Keeping the school tidy and safe	• Shouting at others • Negative attitude • Bad language • Telling lies • Any kind of bullying • Rough Play • Huffing or showing negative attitude • Any form of violence • Lack of respect for peers or staff • Stealing • Being unprepared for school • Destroying school/others/own property • Displaying aggression

4.0 School Rules

P4 -7 pupils were consulted on what rules they felt were important in the following key areas:

Classrooms
Dinner hall
Break /Lunch in Classrooms
Playground
Moving around the school
Out of Bounds Areas
Entering and Leaving School

The School Council representatives combined their suggestions into a short list of rules for each area. This was then reviewed with staff and parents.

Rules for Classrooms

After consultation with children and staff it was agreed that each class should have their own individual set of rules as opposed to one set of rules throughout the school. The ethos of the school is evident in each class and these class rules help maintain the high expectations we have in Abercorn while using age-appropriate language for classes.

Rules for Break/Lunch in Classrooms and Dinner Hall

General

1. Show good manners at all times to everyone
2. Eat our break/lunch with good table manners
3. Behave sensibly so other children can relax
4. Stay in our seats while eating
5. Make healthy choices
6. Show respect to the grown-ups who provide our dinner in the canteen
7. Put rubbish in the bin, take any leftovers in packed lunch home
8. Have a chat using 'inside' voices
9. Ask permission if you need to leave the room
10. If there is a problem speak to the person supervising

Dinner Hall

1. Line up quietly where supervisors ask
2. No queue jumping or saving spaces
3. Carry tray/plate carefully
4. Say please and thank you to canteen staff
5. Use good table manners

6. Put your hand up if you need anything
7. Older pupils (P4 -7) to assist setting tables when needed
8. Older pupils (P4-7) scrape any left over food from plates as needed

Break /Lunch in Classrooms

1. Try to eat all of your packed lunch but if not take your leftovers home to show your parents
2. Try to stay in your seat while eating
3. Try to make sure everyone who wants company has some
4. Place any rubbish in the bin
5. Keep the floor and desks tidy before you leave

Moving Around the school

1. No running
2. We walk sensibly at all times
3. We walk on the left in the corridor and follow the one way system on the main stairs
4. If you see an adult coming, give way and hold the door
5. Older children give way to younger children
6. The line leader holds the door open for the rest of the class
7. Wipe your feet on the mats when entering the building

Rules for the Playground

1. Stay in your class/year group zone
2. Share equipment fairly and sensibly
3. Have safe hands and feet
4. Remember that words can be hurtful
5. Play fairly showing good sportsmanship
6. Keep football under control and try not to kick over fences!
7. Do not exclude anyone from games, look for help if needed
8. Stop playing and tidy up equipment when asked
9. Line up quietly when the whistle goes
10. No climbing on any football posts or walls
11. Use buddy benches

Rules for areas out of Bounds

Pupils are not allowed in the following areas at any time, even if accompanied by a parent/guardian etc:

1. Grass banks around the playground
2. Other sloped/paved areas
3. Lawns and trees at front of the school

Entering and Leaving the School

Pupils entering or leaving the school grounds by the front gate on the Newry Road **should** walk on the footpath provided.

Pupils entering or leaving the school building at any times, should do so using the following doors:

1. P1/P1.2Sp/P3– enter and leave by the side door at infant end of school opposite Forthill Avenue.
2. P2S/P6/P5WH pupils – enter and leave using the front door
3. P4/P4.5W/P7 leave and enter by the side door at the canteen

General Rules:

Bicycles in school grounds

1. All pupils must wear helmets and high vis clothing on dark days
2. No bicycles or scooters should be ridden in school grounds
3. Bicycles/scooters should be parked using the bicycle rack

Jewellery

1. During school hours the only suitable items of jewellery are as follows:
a watch, one pair of stud ear-ring to be worn **only** in ears
2. Children must remove watches each time they do PE or Games.
3. Children wearing any other items of jewellery will be asked to remove them
Teachers will not be held responsible for looking after any such items.

Mobile Phones or any electronic devices including watches should:

1. Not be brought to school.

“BEING KIND AND SAFE”

We continually strive to promote positive attitudes through individual and public praise for good work and behaviour. Strategies include:

1. Positive oral and written remarks
2. Praise in front of class and assembly
3. Display of work
4. Pupil of the Day
5. Star of the Week
6. Principal’s Monthly Awards
7. Merit stickers/certificates
8. Sending children with good work to another teacher/principal for congratulations
9. Note of praise sent home to parents
10. Awareness raising of anti-bullying and praising positive behaviour through assemblies and circle times
11. Giving special responsibility
12. Golden Time (P3-7)

13. Traffic Lights - Good to be Green (P1-2)

14. Emphasising positive aspects of a pupil in parental teacher interviews/calls

SANCTIONS

It's Good to be Green (P1-3)

Each day starts with a green traffic light

Reminder (verbal)



Yellow Traffic Light

Time to reflect/ loss of playtime.

Continued reminders (verbal)

Red Traffic Light



Loss of extra play time on a Friday (P1/2)

Traffic lights displayed in P1-3 classrooms - children move down through the colours.

You will most likely move to a **yellow traffic light** for the following suggested misdemeanours:

- o Rough play (toy fights, pushing/pulling etc);
- o Leaving people out of games;
- o Ruining other people's games;
- o Not carrying out instructions from staff;
- o Taking too long to line up;
- o Disruptive behaviour during line up;
- o Leaving the playground without permission;
- o Hanging around inside cloakrooms/toilets;
- o Dropping litter;
- o Running in the corridor.

This is not an exhaustive list and children may move to a yellow traffic light for other reasons.

- o You will most likely move to a **red traffic light** for the following:
- o Fighting;
- o Bullying;
- o Disrespect to staff;
- o Damaging property;
- o Causing danger to people (including staff)
- o Bad language

This is not an exhaustive list and children may move to a red traffic light for other reasons.

Staff can move pupils immediately to the **red traffic light** for any offence which they see as serious –it does not need to be on the above list.

Golden Time (P4-7)

Each day starts with full golden time- 15 minutes.

Reminder (verbal)

□

Time to reflect/ loss of golden time (3-minute intervals)

□

Continued reminders (verbal)

Loss of further or full removal of Golden Time on a Friday

□

Golden Time: Visual Chart in P4-7 rooms with full allocated time.

Names move down with loss of time.

Red traffic lights or the loss of all Golden Time may be issued immediately for any offence seen as serious. Any such offence will be recorded by the teacher in their incident book. Repeated full loss of Golden Time may result in Reflection Time with the principal on a Friday. If a child is removed to Reflection Time parent/guardians will be informed.

Incident Books

Whilst this is a 'Positive' Behaviour Policy where desirable behaviour is praised and rewarded, pupils must also be aware that negative behaviour and poor choices carry consequences and sanctions.

The incident book is a consistent method of monitoring any negative behaviour at any point during the school day. Whilst non -teaching staff have the authority to refer serious incidents and write up the incident, these folders are maintained by class teachers and will be retained throughout a child's life in school.

This will ensure that any serious incidents are kept on file for future reference and can be produced in any event where it is necessary to involve parents or 'external agencies'.

Severely disruptive Behaviour

If a child's behaviour is frequent and /or extreme- e.g. hitting, kicking, swearing, destroying property, then they will be referred to the school's Head of Key Stage /Senior Leadership Team/Principal or Gov and appropriate action will be taken. This could include removal from the school.

Sanctions

The sanctions can include:

Time Out at Break/Lunch
Removal from classrooms to safe space
Exclusion from school trips
Debarment from school
Daily Report Cards
Suspension
Expulsion

Normally these are applied in order of severity, but they may be by-passed in extreme cases. We apply these sanctions following agreed procedures and usually only when other efforts have failed to make a real improvement in a child's behaviour.

Time Out Break/Lunch

The school will use 'Time Out' at break/lunch for a length of time deemed appropriate, based on the severity of an issue and/or frequency of misbehaviour.

Debarment

The school will debar children whose behaviour is so poor that other children are in need of protection from them or because a child is involved in constant and/or serious disruption.

Debarment means that the child will be sent home, at the earliest opportunity for collection by the child's parent(s), or by someone designated by them to collect their son/daughter. The responsibility for care is thereby returned to the parent(s) for the remainder of the school day. In normal circumstances we would expect the child to return to school the following day.

Daily Report Card

Daily Report Cards are issued by the Vice-Principal if other previous sanctions have not resulted in a change of behaviour. Daily Report Cards will be used mainly for children who are regularly misbehaving and need close monitoring from both staff and parents. Parents will be informed before a child is placed on Daily Report and will be consulted before a child is removed from Daily Report.

Formal Disciplinary Sanctions

Withdrawal from Class by Principal/Vice-Principal

This sanction is applied for offences that warrant a serious sanction, but do not warrant suspension from school. The pupil is withdrawn from daily class routine to complete work set by their teacher. It will be employed to give pupils a chance to reflect upon their actions and attitudes. Parents are informed about the withdrawal and it is emphasised that continued unsatisfactory behaviour will have more serious consequences.

Formal Oral Warning

A Formal Oral Warning is given to a pupil (where appropriate) by the Principal/Vice-Principal in the presence of his/her parents and will form the first stage of the formal disciplinary proceedings. It will normally be given alongside other sanctions.

Formal Written Warning

A Formal Written Warning is given to a pupil, where appropriate, by the Principal (or Vice-Principal if standing in for the Principal), in the presence of his/her parents and forms a stage before suspension. It will normally be given alongside other sanctions.

Suspension

For very serious misconduct or repeated misconduct where other sanctions have not been effective, the Principal (or Vice-Principal if standing in for the Principal), may suspend a pupil from school in cases of extreme or repeated serious behaviour in accordance with the EA and Department of Education policies. Suspensions vary in length from one to five days. A pupil will not be suspended for more than 45 days in any one school year.

There are circumstances when a pupil may be suspended for precautionary or investigative reasons. Under these circumstances, suspension will not be recorded as a disciplinary sanction unless it is warranted.

Expulsion

It is envisaged that the permanent expulsion of a pupil by the Principal would only happen as a result of repeated suspensions or the most serious breach of school discipline.

Pupils experiencing Difficulty – Managing their behaviour

On occasions there will be pupils who struggle to manage their behaviour and who do not respond to the whole school strategy.

Where possible we attempt to help them cope and will take an individual approach to their behaviour.

Children with additional needs/Identified behavioural needs

For children who have been identified with behaviour issues/needs the sanctions outlined above may prove not to be successful, therefore other measures may need to be explored.

Additional approaches the school will use are:

- Behavioural IEP/PLP
- Reduced Day
- Restorative Actions – Circle solutions/Restorative questions/roles of responsibility
- Referral to outside agencies- BST/RISE/EP
- EOTAS
- Debarment
- Suspension
- Expulsion

Normally these are applied in order, but stages may be by-passed in extreme cases and only when other efforts have failed to make a real improvement in a child's behaviour.

Consistency of Approach

To ensure consistency of application, meetings are held between; supervisors, classroom assistants, Class Teachers, the Vice-Principal, the Principal, and the Senior Leadership Team. The procedures are regularly discussed and kept under regular review.

Training and Professional Development of Staff

The school will provide training and development for the teaching staff relevant to pupil behaviour management issues through:-

- Induction training for new staff;
- Guidance and support materials;
- Appropriate training tailored to specific needs and priorities.

Monitoring and Reviewing Procedures

In line with guidelines set out in DENI publication '*Pastoral Care: Promoting Positive Behaviour*' it is necessary to review this policy regularly. The Board of Governors will review the policy on a biannual cycle.

We will consult with all stakeholders as to its progress and make any amendments necessary.



