

**Positive Behaviour Policy**

**March 2025**

**Date Ratified by Board of Governors: \_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date of Review: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Mission Statement (Agreed to maintain December 2021)**

At St Mary’s Aughlisnafin we have a strong Catholic ethos and believe that the safety, welfare and personal development of everyone in our school community is of paramount importance.

We believe in maximising the spiritual, personal, academic and social potential of each pupil – we have high expectations that all pupils can and will achieve the very best of their ability.

It is our mission that we should develop in each pupil a deep-seated understanding of their duties and responsibilities as citizens. We aim to provide an environment in which fairness, respect, tolerance, compassion and forgiveness permeate all relationships.

Our mission in St Mary’s can be summed up as ‘Engaging Hearts, Inspiring Minds, Serving Our Community.’

Through engaging hearts we care for the pupil’s spiritual, moral, social and physical needs.  We have a happy and secure school where our children feel valued and special.

By inspiring minds we have created an environment in which each child will enjoy the full range of learning opportunities in order to grow in confidence and independence.  The high-quality teaching and learning provided at St Mary’s ensures our pupils are well equipped to thrive throughout their time in primary school and beyond.

In serving our community we wish to work in collaboration with all of our parish as a Catholic school and to foster a respect for the local community and the wider world.

In order to achieve this, we aim to provide a caring, safe and welcoming school where each pupil is special and feels valued, supported and happy.

**Legal Background**

In line with the **Health and Safety at Work (Northern Ireland) Order 1978** employers within the education sector are required by law to create a safe working environment for the pupils in their charge and for any volunteers working in schools in addition to the teaching and non-teaching staff they employ.

**1998 Education (NI) Order, Article 3,**

**‘...placed a duty on Boards of Governors to ensure that policies and procedures designed to promote good behaviour and discipline are pursued in the school.’**

This was taken a further step forward in 2003 when **The Welfare and Protection of Pupils’ Education and Libraries (NI) Order, Article 17**, made Governors’ ‘duty of care’ explicit and legally required them to have an active interest in all aspects of a school’s activities that promote pupil welfare.

**Why do we need an Effective Positive Behaviour Policy?**

Good behaviour keeps pupils safe, reduces stress for teachers and contributes to a welcoming and caring environment in which pupils can develop as people and where both pupils and teachers can do their best work.

This Positive Behaviour Policy is set, as recommended by **DENI Document ‘Pastoral Care in Schools: Promoting Positive Behaviour’ (2001)** in line with the school’s Pastoral Care Policy and incorporates the associated Anti-Bullying Policy.

Evidence from many studies over the last decade suggests that schools can and do make a difference to young people’s lives and that principals and their staff have the power, through their own efforts, to improve standards of work and behaviour and the life- chances of their pupils regardless of their background.

A climate which fosters effective learning, both within class and about the school, is at the heart of the education process. This does not come about by chance. Such a climate, or ethos, is best promoted through focusing on the creation and maintenance of good relationships: among the staff themselves, between staff and pupils, among pupils and their peers; between parents and school and between the school and the community it serves. A policy designed to promote good behaviour is at the heart of building good relationships both at school and at home. The establishment of an effective Positive Behaviour Policy is not only a legal duty but furthermore, the cornerstone of pastoral care work and success in the classroom.

**Conduct Code**

Our school will always strive to maintain a harmonious atmosphere and so expects:

• Respect for self

• Respect for others

• Courtesy and good manners

• Respect for school property

• Commitment to consistent hard work

• An appropriate standard of dress, punctuality, and attendance.

Parental co-operation is actively sought in these matters.

We see every child as an individual and we are aware of our obligations under SEN (Special Educational Needs) legislation and guidelines to make reasonable adjustments for children presenting with social, emotional and behavioural difficulties.

**Contributors to a whole school approach**

In compiling this policy, we have adopted a whole school approach. This has been achieved through the active participation and collaboration of:

**Teaching Staff**

* Positive Behaviour Training for Principal on 26th & 29th September, 2023 and 4th & 6th October 2023.
* Positive Behaviour legal requirements video training for teachers on 3rd December 2024.
* Consultation of teaching staff on positive behaviour policy on 11th March 2025
* Consultation of non-teaching staff on positive behaviour policy on 31st March 2025
* Policy agreement on \_\_\_\_\_\_\_\_\_\_\_\_

• **Parents**

**Consultation / dissemination** – Positive Behaviour Policy sent to parents on 24th March for consultation.

**• Pupils**

* Consultation e.g. Rules, sanctions and rights / responsibilities of pupils through assemblies and meetings
* Pupils created draft class rules for policy (all classes) Term 2 2023/2024
* Student council summarised class rules for policy document – 25th November 2024

**• Board of Governors**

* + Consultation and Policy approval –

**Our aims in adopting a whole school approach to our Positive Behaviour Policy are:**

1. To create an atmosphere for effective teaching and learning.
2. To enhance the self-esteem of all and encourage self-respect and respect for others.
3. To encourage pupils to develop independence by accepting responsibility for their own behaviour and by promoting self-discipline and self-control.
4. To develop interpersonal skills which will foster co-operation, problem solving and conflict resolution.
5. To establish a sense of community.

To achieve these goals of achieving high standards of respect and self-discipline, it is necessary to clarify the rights and responsibilities of all those involved with the education of our young people. After consultation with our pupils, it has been agreed that-

**Pupils have a right to:**

➢ Be valued as members of the school community.

➢ Get help when they seek it, whether with their work or with bullying or other personal worries, and to have a sympathetic audience for their ideas and concerns.

➢ Make mistakes and 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

➢ Be taught in a pleasant, well-managed and safe environment.

➢ Work and play within clear, agreed boundaries.

➢ Experience a broad, balanced and suitably differentiated curriculum, and to have any special needs identified and met.

➢ Develop and extend their interests, talents, and abilities.

**Pupils have a responsibility to:**

➢ Be organised - Come to school on time, with homework done, and suitably equipped for the lessons in the day ahead;

➢ Respect the views, rights and property of others, and behave safely in and out of class.

➢ Co-operate and show kindness with the teacher and other staff and with their peers.

➢ Try their best in all activities.

➢ Conform to the conventions of good behaviour and abide by school rules.

➢ Seek help if they do not understand or are in difficulties.

➢ Accept ownership for their own behaviour and learning.

➢ To develop the skill of working independently.

**Parents have a right to:**

➢ A safe, well-managed and stimulating environment for their child’s education.

➢ 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, or if the school has concerns about their child.

➢ Be well informed about their child’s progress and prospects.

➢ Be well informed about school rules and procedures.

➢ A broad, balanced and appropriate curriculum for their child

➢ Be involved in key decisions about their child’s education.

➢ A suitably resourced school with adequate and well-maintained accommodation.

**Parents have a responsibility to:**

➢ Ensure that their child attends school regularly and arrives in good time, with homework done, and suitably equipped for the lessons in the day ahead.

➢ Be aware of school rules and procedures and encourage their child to abide by them.

➢ Show interest in their child’s classwork and homework, where possible, provide suitable facilities for studying at home.

➢ Act as positive role models for their child in their relationship with the school

➢ Attend planned meetings with teachers and support school functions.

➢ Provide the school with all 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.

➢ Communicate positively with their child about learning in support of the home/school partnership.

**Teachers have a right to:** (Agreed on Tuesday 18th March 2025)

➢ Work in an environment where common courtesies and social conventions are respected.

➢ Respect from pupils, parents, Governors and other staff

➢ Express their views and to contribute to policies which they are required to reflect in their work.

➢ A suitable career structure and opportunities for professional development.

➢ Support and advice from senior colleagues and external bodies.

➢ Adequate and appropriate accommodation, resources and planning time.

**Teachers have a responsibility to:**

➢ Ensure the safety and welfare of pupils in their care.

➢ Behave in a professional manner at all times.

➢ Ensure that lessons are well prepared, making use of available resources, and that homework is appropriately set and constructively marked.

➢ Show interest and enthusiasm in the work in hand and in their pupils’ learning.

➢ Listen to the pupils, value their contributions and respect their views.

➢ Be sympathetic, approachable and alert to pupils’ individual learning needs.

➢ Identify and seek to meet pupils’ special educational needs through the SEN Code of Practice.

➢ Share with the parents any concerns they have about their child’s progress or development.

➢ Expect high standards and acknowledge effort and achievement.

➢ Pursue opportunities for personal and professional development.

**Non Teaching Staff have a right to:** (Agreed on Friday 21st March 2025)

➢ Work in an environment where common courtesies and social conventions are respected.

➢ Respect from pupils, parents, Governors and other staff.

➢ Express their views and to contribute to policies which they are required to reflect in their work.

➢ A suitable career structure and opportunities for professional development.

➢ Support and advice from senior colleagues and external bodies.

➢ Adequate and appropriate accommodation and resources.

**Non Teaching Staff have a responsibility to:**

➢ Behave in a professional manner at all times.

➢ Show interest and enthusiasm in the work in hand and in their pupils’ learning.

➢ Listen to the pupils, value their contributions and respect their views.

➢ Be sympathetic, approachable and alert to the safety and welfare of pupils in their care.

➢ Expect high standards and acknowledge effort and achievement.

**School Procedures**

School officially starts at 9.00 am and each teacher is responsible for the children in his/her class from 8.45 am each morning if poor weather means pupils may not use the yard. No pupil should be on the premises before 8.45 am.

Each morning (08.45 – 09.00 am) teachers and classroom assistants participate in a rota system so that one teacher supervises in the morning. All classroom assistants supervise the yard during break time. On wet days classroom assistants supervise classrooms.

At lunchtime the principal leads supervising children entering the dining hall, monitoring seating arrangements, helping to distribute dinners and cutting up food for the younger children. If the principal is not in attendance at the school a member of the school’s support staff will help with monitoring the dinner hall on that day. In addition, the school’s assistants act as lunchtime supervisors and are responsible for the children in the dining hall and in the playground afterwards. A set of rules and sanctions have been compiled and agreed by pupils and staff (both teachers and lunch-time supervisors)

Teachers supervise children at the end of the school day when pupils walk to the gate.

Pupils entering or leaving the school on foot should stay inside the yellow lines and use the pavement. Parents are asked not to park on these lines for pupil safety.

Pupils should not leave the school grounds without permission. The class teacher should be informed in writing of any change in a pupil’s normal collection arrangements e.g. going to another child’s house after school.

Pupils needing to leave school early e.g. medical appointment, should be collected by parents or an authorised person. School should be informed in advance by letter of the proposed absence. School requests a list of people authorised to pupils. **The school office should be contacted in advance as emails sent to directly to teachers may not be checked during teaching hours.** The phone number of the school office is 02843778460.

All visitors, including parents, must report to the secretary’s office on arrival.

Every effort is made to maintain a happy, caring atmosphere in St Mary’s Primary School and this is based on a mutual understanding of what is accepted. General manners and courtesy are considered important with children expected to adhere to high levels of respect towards all school staff (teaching and non-teaching), all visitors and each other. Correction should be positive where possible, i.e. phrased so that you are telling the child what to do rather than telling them what not to do.

Bullying of pupils will not be tolerated and measures will be taken to attempt to ensure that this practice does not occur in St Mary’s Primary School.

Within the realm of self-discipline and positive behaviour, pupils are often reminded of the importance of general tidiness in their work, their classroom, the school and its environment.

Parental support is of the utmost importance in the maintenance of discipline and positive behaviour. It is essential that this is readily given at all times.

**Desirable and Undesirable Behaviours**

It is appreciated that some rules 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 type of actions are classified as ‘Positive Behaviour’. The following is a list of what the staff, pupils and parents of St Mary’s Primary School deem as desirable and undesirable behaviour. (The list is by no means exhaustive!)

**Desirable and Undesirable Behaviours List (Examples)**

|  |  |
| --- | --- |
| Desirable | Undesirable |
| • Saying ‘Please’ and ‘Thank You’  • Being a good sport.  • Treat others as you would like to be  treated yourself.  • Opening doors for people.  • Keeping the school tidy by putting  litter in bins, keeping classrooms organised and taking care of property.  • Helping to carry someone’s bags if they perhaps have too many.  • Helping younger/more vulnerable pupils.  • Telling the truth.  • Admitting any mistakes.  • Being a good listener.  • Following instructions.  • Always doing your best.  • Sharing.  • Taking part in the lessons.  • Respecting property and others’  views and opinions.  • Appropriate use of technology.  • Showing an awareness of safety for self and others.   * Including others. | • Stealing.  • Treating people unfairly.  • Intimidation.  • Telling lies.  • Shouting at others and other types of  verbal aggression.  • Giving cheek/attitude to staff and  peers.  • Expressing bad temper.  • Talking behind people’s backs.  • All forms of bullying.  • Violence and aggression.  • ‘Can’t be bothered’ attitude.  • Being unprepared for  lessons/activities.  • Negative attitude.  • Bad/rude language.  • Rough play.  • Biting.  • Inappropriate physical contact.  • Huffing/sulking.   * Disrupting others. |

**The Golden Rules**

In 2023, pupils were to contribute with classroom rules. These rules were then summarised and prioritised in November 2024 by the P4 – P7 student council members. They were consulted on what rules they felt were important in the following areas:

• Moving Around School

• Classrooms

• Dinner Hall

• Playground

• General

This was reinforced through PDMU lessons over across the school. Their suggestions were combined into a short list of rules for each area.

**Introduction of the Golden Rules**

The pupils’ rules for each of the above areas will be introduced to the whole school in September 2025 via a series targeted assemblies following which there will be a ‘Focus Week’ when all staff will make an effort to enforce the rules and bring them to the forefront of pupils’ thinking.

The rules will be posted in prominent places around the school as reminders.

**Rules for Moving Around the School**

1. We follow the teacher or Line Leader in a QUIET SINGLE LINE;

2. NO RUNNING...

3. We walk sensibly keeping HANDS AND FEET TO OURSELVES

4. If the fire bell rings we walk SAFELY CALMLY & QUIETLY;

5. When walking to the gate WAIT FOR THE TEACHER TO GIVE PERMISSION TO LEAVE.

6. If you see an adult coming...SHOW MANNERS.

7. BIG kids always help LITTLE kids;

8. Don’t cause a danger with your BELONGINGS.

9. Don’t drop LITTER if you see some, PICK IT UP.

**Rules for Classrooms**

1. Listen when someone else is talking and don’t interrupt.

2. Always be kind and helpful- treat others as you would like to be treated.

3. Look after your own and school property;

4. Always tell the truth.

5. Move around the room with care and thought for others;

6. When inside use your voice at a normal level and don’t shout out.

7. Do your best in everything.

8. Put your hand up if you want to speak or ask a question.

9. Focus on your own work and don’t distract others.

10. Believe in yourself! HAVE A GROWTH MINDSET!

**Rules for Dinner Hall**

1. Show good manners at all times, especially to adults and your friends.

2. Speak politely and be respectful.

3. Behave safely;

4. Line up in a safe and mannerly way.

5. Sit correctly.

6. Eat sensibly-help to clean up even if it is not your mess;

7. Enjoy a chat but keep the noise level sensible- use inside voices.

8. Remain in your seat unless going to the bin or serving hatch;

9. Make healthy choices.

10. If something is wrong, speak to whoever is the supervising adult;

11. Ask permission if you need to leave the room.

12. Make sure you go to the toilet before lunch time ends.

13. Listen when a lunch supervisor is talking – listen.

**Packed Lunches**

1. Try to eat ALL of your lunch but if not....;

2. Take your leftovers home to show your parents.

3. Try to always make sure everyone has some company, nobody likes to eat alone;

4. Choose a seat and stay in it.

5. Help each other tidy the floor and table before you leave

**Rules for the Playground**

1. Do not exclude anyone from games.

2. Share toys and equipment fairly; nobody can have more than one item.

3. Use equipment properly and safely;

4. Play games according to the agreed rules; play fair and no cheating.

5. Speak kindly and nicely to each other.

6. Use gentle hands and feet.

7. Stay away from muddy/dirty/dangerous areas;

8. Stop playing and tidy away equipment as soon as you are asked.

9. Line up in a straight line without touching anyone else.

10. Try to make sure no-one is playing alone unless they wish to.

**General Rules**

1. We treat others the way we would like to be treated – we treat everyone with respect.

2. We always try our best!

3. We are obedient and well-mannered towards all staff and set a good example for the younger pupils.

4. We always act responsibly, especially when visitors come in and when taking part in outings organised by the school – remembering we are representing our school.

5. We do not enter school buildings during break and lunch, unless we have permission.

6. We sit quietly in assembly.

7. We put our litter in the bin.

8. We look after our school property.

The same rules will apply throughout the school. An amended version with age-appropriate language has been agreed for Reception-Primary 3 pupils: -

• We respect others.

• We always try our best.

• We show good manners.

• We behave well.

• We walk around school.

• We line up nicely.

• We play outside.

• We sit quietly in assembly.

• We put our litter in the bin.

• We look after our school.

**Rewards and Sanctions**

While rules and procedures protect rights and define responsibilities, rewards and sanctions are necessary to encourage positive behaviour and maintain the rules in class and throughout the school.

**Sanctions**

Sanctions are a necessary part of a positive behaviour policy – they give pupils security by establishing boundaries and encourage the development of appropriate behaviours. In most cases positive correction or a reminder of appropriate behaviour by the class teacher or supervising adult will suffice.

Other sanctions include:

✓ Verbal reminder

✓ Withdrawal of privilege

✓ Foundation Stage – Super Hero chart

✓ Change seating

✓ Repeat or finish off work

✓ Target setting / behaviour chart

✓ Refer to Principal

✓ A reporting system which allows staff and parents to monitor the behaviour, attitude and response to authority of a particular pupil over a given period.

✓ Choices and thinking time

Staff may refer to Behaviour Support Team for advice and support.

**Sanctions and the Escalation of sanctions**

**You will most likely get a warning (Sanction) for the following:**

• Rough play (toy fights, pushing/pulling etc)

• Leaving people out of games

• Ruining other people’s games

• Being cheeky to staff

• Not carrying out instructions from staff

• ‘Messing’ during line up

• Leaving the playground without permission

• Hanging around inside cloakrooms/toilets

• Dropping litter

• Being in muddy areas without permission

**Staff can award issues sanctions for other things too, not just those which are on this list.**

**Repeated low level behaviour can be treated as escalation towards a more serious sanction.**

**YOU WILL MOST LIKELY GET A MORE SERIOUS SANCTION FOR THE FOLLOWING**

* • Fighting
* • Bullying
* • Disrespect to Staff
* • Damage to Property or belongings
* • Repetition of warnings for previous section on sanctions.

**Staff can give immediate sanctions to any offence they deem as serious, it does not need to be on the list above.**

**Positive praise and reward is much more common in St Mary’s Primary School than any sanction.**

Rewards, incentives, and sanctions help shape, establish and maintain a positive behaviour policy. We have a culture in St Mary’s Primary School in which pupils are rewarded for acceptable behaviour.

**Rewards**

Rewards /praise can take the form of:

✓ A positive verbal comment or written comment on pupils’ work

✓ Positive Behaviour chart in class.

✓ Certificates /Stars /Letters sent home.

✓ Pupil of the Week Certificates

✓ Pupil of the Month assemblies.

✓ Marble jar

✓ Sticker chart

✓ Table of the week / points

✓ Public acknowledgement by the principal, of a pupil’s achievements, through website and pupil of the month – both curricular and extra-curricular.

✓ Variety of tangible rewards – stars, stickers, homework pass.

✓ Sent to another member of staff for praise.

✓ Jobs and responsibility

✓ Peer praise – tell a good tale.

**Teacher Behaviour Records**

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 Behaviour Book is a consistent method of monitoring any negative behaviour at any point during the school day or indeed any behaviour which negatively affects the school experience of other members of the learning community which carries into school. Whilst non-teaching staff have the authority to refer serious incidents these books are maintained by class teachers and will be retained for a number of years.

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’

**Hierarchy of Rewards and Sanctions**

Rewards and Sanctions are key to the successful operation of this policy. Each class operates a set of rules, which are agreed in conjunction with the pupils at the outset of the school year. Pupils are made aware that some behaviours are acceptable and some are not. Through this Positive Behaviour Policy, they will be rewarded for their desirable behaviours and punished for negative behaviour based on the principle of CHOICE.

Pupils are taught from an early stage that they must take responsibility for their own behaviour and are made aware that they have the CHOICE to behave in a positive or negative fashion. Positive behaviour will carry a reward and negative behaviour will carry a consequence; which one they opt for is their CHOICE.

At all levels (classroom, playground, dinner hall, school trip etc) rewards and sanctions are distributed within a hierarchy and are delivered as consistently and appropriately as possible with the reward/sanction being matched as appropriately as possible to the behaviour displayed.

The following table has been created as a guide for staff, parents and pupils. It provides details as to what a pupil should expect as a reward/consequence of their behaviour:

|  |  |
| --- | --- |
| **Hierarchy of Rewards Behaviour Displayed (In no particular order)** | **Likely Rewards (With increasing significance)** |
| • Saying ‘Please’ and ‘Thank You’  • Being a good sport.  • Treat others as you would like  to be treated yourself.  • Opening doors for people.  • Keeping the school tidy by  putting litter in bins, keeping classrooms organised and taking care of property.  • Helping to carry someone’s bags if they perhaps have too many.  • Helping younger/more vulnerable pupils.  • Telling the truth.  • Admitting any mistakes.  • Being a good listener.  • Following instructions.  • Always doing your best.  • Sharing.  • Taking part in the lessons.  • Respecting property and  others’ views and opinions.  • Showing an awareness of  safety for self and others.  • Including others. | • Quiet verbal praise.  • Public verbal praise.  • Award in line with class system  • Class sticker or certificate.  • Random spot prize from any staff member.  • Star of the Week certificate.  • Principal’s prize in assembly.  • Official letter of praise home to parents.  • Individual feature on school website/Facebook page.  • Behaviour Awar |

|  |  |
| --- | --- |
| **Hierarchy of Sanctions Behaviour on Display (increasing in severity)** | **Sanctions (increasing in severity)** |
| • Talking out of turn.  • Shouting out.  • Leaving seat at wrong  time/being where you shouldn’t  be.  • Not being properly prepared  with the right equipment.  • Making inappropriate noises.  • Not paying attention.  • Distracting others.  • Not doing a homework.  • Negative attitude.  • Huffing / sulking.  • Bad manners.  • Using inappropriate/rude language.  • Talking behind backs.  • Hitting/pushing.  • Giving cheek/bad attitude to  ANYONE.  • Telling lies through fear.  • Deliberately telling lies.  • Stealing.  • Verbal aggression.   * Physical aggression/violence.   • Inappropriate physical contact.  • Wilful damage to any property.  • All forms of bullying / threatening behaviour which puts self or others in danger.  **Note: repetition or persistence in any of the above will increase the seriousness of the offence and thus the consequence.** | • Directed ‘look’.  • Quick verbal reminder.  • Targeted, specific verbal  reminder.  • Class system-based sanction  eg. loss of privilege.  • Additional work.  • Incident-specific activity / task.  • Withdrawal of privileges.  • Letter of apology.  • Time-Out  m.  • Teacher/Pupil meeting.  • Involvement of Principal.  • Placed on daily behaviour  monitoring scheme.  • Parental consultation.  • SEN Intervention  • Suspension.  • Expulsion.  **Note: these sanctions are not ‘matched’ to behaviours and may be administered in a combination appropriate to the incident.** |

It should be noted that each behaviour, as every child, is individual and should be considered as part of a larger picture which will determine the consequence or reward. Staff will use their professionalism in the distribution of appropriate rewards and sanctions.

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, taking an individual approach to their behaviour by making up a daily monitoring diary based not on sanctions but on rewards for managing to control their less desirable tendencies.

The format of these diaries changes from class to class and is designed individually to suit the age and needs of the child in question.

Such daily monitoring strategies are only implemented in consultation with the parent(s) and are removed when the pupil displays the capacity to manage their own behaviour independently.

They will almost always be accompanied by a home-school Behaviour Diary.

Targets are negotiated with the child and placed in clear, child-friendly language and discussed regularly.

**Suspension and Expulsions**

Normally the class teacher will decide how best to deal with any misdemeanour but in cases where a severe breach of the rules has been identified, the Principal will discuss the matter with the parents, and if necessary, refer to the Board of Governors. If the behaviour warrants suspension, or, in severe instances expulsion, the procedures set out in DENI Circular 2015/19 (23 June 2015) must be strictly adhered to.

**Use of Reasonable Force / Safe Handling (DENI May 2004).**

Guidelines published in the Regional Policy Framework on the use of Reasonable Force /Safe handling May 2004 should be followed.

The use of reasonable force is only to be employed in exceptional circumstances or an emergency where a pupil appears to be unable to exercise self-control of emotions and whose behaviour is presenting a threat to himself /herself or others. A member of staff should not intervene in an incident without help if there is a risk that he/she may be injured or may endanger his/her life.

Reasonable force/safe handling can be used by a teacher or other authorised person(s) on the school premises or when authorised elsewhere e.g. supervision of pupils in bus queues, a field trip, on other authorised out of school activities such as a sporting event or educational trip. Reasonable force should be limited to emergency situations and used only as a last resort when all other behaviour management strategies have been exhausted and where:

• Action is necessary in self-defence or because there is imminent risk of injury to another pupil or person;

• There is a developing risk of injury to another pupil or person, or significant damage to property;

• A pupil is behaving in a way that is compromising good order and discipline.

Examples that fall into the above categories are:

• A pupil attacks a member of staff, or another pupil.

• Pupils are fighting.

• A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials, substances or objects.

• A pupil is running in a corridor or on a stairway in which s/he might cause an accident likely to injure her/himself or others.

• A pupil absconds from a class or tries to leave school.

**Evaluation and Monitoring**

In line with guidelines set out in DENI publication ‘Pastoral Care: Promoting Positive Behaviour’ it is necessary to regularly review this policy. The Board of Governors will review the policy annually.

The school recognises and accepts the importance of monitoring and evaluating all aspects of Positive Behaviour at every level. All groups involved in the school – pupils, parents, staff and governors will be asked to share their views. This will be done in staff meetings, informal discussions, PDMU lessons and School Council through the use of questionnaires or informal interviews. Circulars from EA and DENI will also be taken on board.