

Donegall Road Primary School



Positive Behaviour Policy

Date Ratified by Board of Governors: *June 2024*

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1. POLICY CONTEXT

1.1 LEGISLATION AND GUIDANCE

This policy is informed by the following legislation and guidance:

- **The Education (NI) Order, 1998 (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.”
- **Welfare and Protection of Pupils’ Education and Libraries (NI) Order 2003**
“It shall be the duty of the Board of Governors of a grant-aided school to safeguard and promote the welfare of registered pupils at the school.”
(Article 17)
“...principal to determine measures to be taken to...[prevent] all forms of bullying among pupils.” (Article 19)
- **Pastoral Care in Schools: Promoting Positive Behaviour (DENI, 2001)**
“The establishment of an effective behaviour policy is not only a legal duty upon Boards of Governors and school principals and the cornerstone of pastoral care work, but is also fundamental to successful work in the classroom.” (p.12)
- **ETI Inspection and Self-Evaluation Framework (ETI, 2017)**
“...the school regularly reviews policies, procedures and reporting arrangements, for example, child protection/safeguarding, anti-bullying and behaviour management.” (p.15)

1.2 DUTIES OF THE BOARD OF GOVERNORS

The Board of Governors for Donegall Road Primary School have a duty to:

- Ensure that good behaviour and discipline policies are pursued within the school.
- Make and keep under review a written statement of general principles about pupil behaviour and disciplines.
- Consult with the principal and parents/carers before making its statement of general principles.
- Consider guidance from DENI and EA.
- Decide and set out what aspects of discipline and behaviour should be a matter for the principal.
- Safeguard and promote the welfare of all pupils.
- Require the prevention of bullying is specifically addressed.
- Ensure that the school has a scheme for the suspension and expulsion of pupils in accordance with legal requirements.

1.3 DUTIES OF THE PRINCIPAL

The Principal, in partnership with the Senior Leadership Team, of Donegall Road Primary School has a duty to:

- Determine measures which the school will take to:
 1. Promote self-discipline and respect for authority amongst pupils.
 2. Encourage good behaviour and respect for others.
 3. Secure an acceptable standard of behaviour amongst pupils.
- Act in accordance with the Board of Governors statement of general principles and any guidance given by them.
- Prepare a written statement of these measures and give a copy free of charge to parents/carers.
- Ensure a copy of the Positive Behaviour Policy is available via the website and/or from the school office.

1.4 PURPOSE OF A POSITIVE BEHAVIOUR POLICY

The purpose of this policy is because good behaviour:

- Keeps pupils safe.
- Reduces stress for teachers.
- 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.

2. MISSION STATEMENT AND AIMS

Donegall Road Primary School is a safe, secure, welcoming and nurturing environment where everyone is valued equally.

We aim to inspire our children to be successful lifelong learners, effective contributors, confident individuals and responsible citizens.

Successful Lifelong Learners	Effective Contributors	Confident Individuals	Responsible Citizens
Donegall Road Primary School will undertake:			
<ul style="list-style-type: none">• To provide opportunities and motivation for personal achievement.• To engage children in	<ul style="list-style-type: none">• To provide opportunities for everyone to contribute to the life of the school and the	<ul style="list-style-type: none">• To promote a positive ethos for all members of the school community.	<ul style="list-style-type: none">• To ensure everyone is aware of their responsibility within the community.

<p>independent learning.</p> <ul style="list-style-type: none"> • To encourage the setting of attainable but challenging goals. 	<p>wider community.</p> <ul style="list-style-type: none"> • To enable everyone to gain experience and skills necessary for lifelong learning. • To provide opportunities for everyone to work in partnership and in teams. • To provide opportunities for creativity and innovation. 	<ul style="list-style-type: none"> • To encourage self-esteem and self-respect. • To encourage personal aspiration and ambition. • To celebrate success. 	<ul style="list-style-type: none"> • To ensure everyone knows and understands their place in the world. • To ensure everyone develops the capacity to understand different beliefs and cultures. • To ensure everyone can make informed choices.
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3. RIGHTS AND RESPONSIBILITIES

We recognise that everyone has rights to which they are entitled during their time in school. It is essential that we aim to cultivate in children an acceptance and recognition of responsibility for their own decisions and actions and the consequences of these. The responsibility for this lies with children, staff and parents/carers, as outlined below.

3.1 PUPILS

RIGHTS	RESPONSIBILITIES
<p>Pupils have a right to:</p> <ul style="list-style-type: none"> • 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. 	<p>Pupils have a responsibility to:</p> <ul style="list-style-type: none"> • 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 in class with the teacher and with their peers.

<ul style="list-style-type: none"> • Be treated fairly, consistently and with respect. • Be consulted about matters that affect them, and have their views listen to and as far as is reasonable, acted upon. • Be taught in a pleasant, well-managed and safe environment. • Work and play with clearly defined and fairly administered codes of conduct. • Experience a broad, balanced and suitable differentiated curriculum and to have any special learning needs identified and met. • Develop and extend their interests, talents and abilities. 	<ul style="list-style-type: none"> • Work as hard as they can in class. • 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, and to develop the skill of working independently.
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3.2 STAFF

RIGHTS	RESPONSIBILITIES
<p>Staff have a right to:</p> <ul style="list-style-type: none"> • Work in an environment where common courtesies and social conventions are respected. • 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. 	<p>Staff have a responsibility to:</p> <ul style="list-style-type: none"> • Always behave in a professional manner. • Ensure that lessons are well prepared, making use of available resources and that homework is appropriately set and feedback given, where appropriate. • 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 in difficulty or falling behind. • Identify and seek to meet pupils' special educational needs through the SEN Code of Practice.

	<ul style="list-style-type: none"> • Share with the parents/carers 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.
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3.3 PARENTS/CARERS

RIGHTS	RESPONSIBILITIES
<p>Parents/Carers have a right to:</p> <ul style="list-style-type: none"> • 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. 	<p>Parents/Carers have a responsibility to:</p> <ul style="list-style-type: none"> • 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.

3.4 SENIOR LEADERSHIP TEAM

RIGHTS	RESPONSIBILITIES
SLT have a right to: <ul style="list-style-type: none">• Be informed of developments within the school.• Be treated with dignity and respect, without prejudice.	SLT have a responsibility to: <ul style="list-style-type: none">• Ensure that all policies and procedures are implemented and reviewed as appropriate.• Promote the ethos of the school.• Support staff and parents/carers.• Deal with issues fairly in accordance with legislation and EA guidelines.

4. SCHOOL RULES

Our school rules encompass our positive ethos in the school and remind children what is expected of them.

BE READY

BE RESPECTFUL

BE SAFE

These rules are on display throughout the school and are regularly communicated to pupils through assemblies and individual, group or class discussions. Parents/carers are informed through our website, weekly newsletters and other correspondence. All our school staff are responsible for promoting positive behaviour throughout the school through modelling and explicit teaching of the rules.

4.1 BE READY

- Pupils will be in school on time.
- Pupils will have the correct materials required for the day's activities.
- Everyone will demonstrate good listening, letting teachers know that pupils are ready to learn.

4.2 BE RESPECTFUL

- All pupils and adults in school always demonstrate respect for each other.
- Demonstrating good manners.
- Considerate behaviour towards other pupils:
 - Name calling, hurting other children and bullying cannot be tolerated.
 - Children are expected to play fairly and to be honest.
- Respect for adults:
 - Pupils show respect to adults.
 - Pupils speak in a civil and mannerly way to all adults.

- Pupils are quiet and well-behaved when an adult visits their classroom.
- Respect teacher's decisions.
- Self-respect:
 - Dress appropriately in school uniform.
 - Take care for personal appearance and hygiene.

4.3 BE SAFE

- Movement in and around the school building:
 - Line up in an orderly fashion when directed.
 - Wait quietly for the teacher.
 - Walk quietly in the corridors.
 - Use toilet areas appropriately and keep them clean.
 - Use correct entrances and exits.
- Use of bicycles/scooters.
 - Children must not use bicycles/scooters in the school grounds.
 - All bicycles/scooters must be left in the designated area.
 - Electric scooters are not permitted in school.
- Jewellery:
 - Children may wear one pair of studs, but these must be removed for P.E. or covered with plasters provided from home. No other piercings are permitted.
- Mobile Phones:
 - Should be switched off and given to the class teacher upon arrival in school.
 - Must not be used in the playground before school.
 - Under no circumstances should children record videos or take photographs in the school premises.

5. REWARDS

The reward system is seen as promoting and sustain positive behaviour in our school. It enables children to see that their effort has been recognised and appreciated, boosts self-esteem and promotes effective learning. Children's positive behaviour is rewarded in a range of ways.

- Children being verbally praised for good behaviour.
- Non-verbal rewards (e.g., smile, thumbs up, shaking hands).
- Children being treated with respect and manners.
- Children being thanked.
- Stickers or stampers in books for good work and behaviour.
- A range of positive reinforcement strategies from class to class, appropriate to age.
- Tiered reward system that rewards on an individual, group and whole class level.

- Golden Time.
- A visit to the Head of Key Stage to be rewarded.
- A visit to the Principal to be rewarded.
- An 'Over and Above' prize – presented in Assembly each week.
- Praise postcards sent home.
- Literacy/Numeracy/ICT Hero award to celebrate progress and achievement – presented in Assembly once each month.
- Individual mention at Assembly.
- Positive phone calls to parents/carers.
- Friday Treat – this is an unconditional treat given to every pupil on a Friday. We want children to leave school each week knowing that they are valued and cared for.

6. CONSEQUENCES

We aim to discourage inappropriate behaviours and choices by modelling those which are positive.

In the first instance, for low level concerns, we use a 30-second intervention. This gives the child a very short reminder of the rule that they are not following and what is expected. There is also a reminder of a positive behaviour which the child had previously displayed. This strategy gives the child a chance to correct their behaviour and choose to stop it.

Should inappropriate behaviour continue after a 30-second intervention has been used, the following table gives all staff **guidance** on inappropriate behaviours at different levels and the corresponding consequences which **may** be used.

6.1 STAGED INAPPROPRIATE BEHAVIOURS AND CONSEQUENCES

Examples of Inappropriate Behaviours

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
<ul style="list-style-type: none"> • Not staying in seat. • Fidgeting with the intent to distract. • Interrupting the teacher. • Shouting out. • Sulking. • Asking inappropriate questions. • Hiding work from adults in school. • Over exuberance in playground without intent. • Dropping litter on school grounds. 	<ul style="list-style-type: none"> • Poor/cheeky attitude. • Answering an adult back. • Teasing others. • Rudeness to peers. • Spitting on ground. • Non-completion of homework. • Disruptive behaviour in class. • Name calling. 	<ul style="list-style-type: none"> • Defiance. • Offensive gestures to peers. • Hitting back. • Destroying another child's work. • Persistent teasing. • Lying. • Persistent disruption of class. • Swearing/using inappropriate language. • Causing physical injury through rough play. • Damaging own work (e.g., tearing, graffiti). • Persistent non-completion of homework. 	<ul style="list-style-type: none"> • Physical attack on another pupil (e.g., through loss of temper). • Initiating a fight. • Offense gestures to staff. • Use of language that is deemed offensive/ not appropriate. • Spitting on another child. • Vandalism. • Stealing. • Verbal abuse. • Deliberate damage to property. • Refusal to work. 	<ul style="list-style-type: none"> • Hitting a teacher. • Swearing at staff. • Physical abuse of staff. • Running out of school. • Deliberate, unprovoked/ premeditated attack on another pupil. • Extortion. • Possessing/using illegal substances. • Stealing from staff. • Deliberate running around school. • Searching for inappropriate content on the iPad. • Using phones in school to take photos.

Suggested Consequences

Stage 1 (Given by Class Teacher)	Stage 2 (Given by Class Teacher)	Stage 3 (Given by Head of Key Stage)	Stage 4 (Given by Vice Principal)	Stage 5 (Given by Principal)
<ul style="list-style-type: none"> • Non-verbal communication through look or hand sign. • Rule reminder. • Verbal warning by class teacher. • Moved to a different place in the classroom. 	<ul style="list-style-type: none"> • Teacher warning. • Moved to a different place in the classroom. • Verbal warning by class teacher. • Logical consequence (e.g., completing work, cleaning up mess). • Extra work given to complete. • Break time detention with class teacher. 	<ul style="list-style-type: none"> • Verbal warning by Head of Key Stage. • Logical consequence. • Extra work given to complete. • Lunch time detention with Head of Key Stage. • Head of Key Stage to make phone call to parents/carers to inform them of behaviour. • Supervised withdrawal from class by Head of Key Stage. 	<ul style="list-style-type: none"> • Verbal warning by Vice Principal. • Supervised withdrawal from class by Vice Principal. • Vice Principal to make phone call to parents/carers to arrange face-to-face appointment to discuss behaviour. • Debarment by Vice Principal. • Logical consequence (e.g., letter of apology). • Behaviour report. • After-school detention with Vice Principal. 	<ul style="list-style-type: none"> • Principal to make phone call to parents/carers to arrange face-to-face appointment to discuss behaviour. • Debarment by Principal. • Loss of privileges, extra-curricular activities or educational day trips. • Behaviour report. • After-school detention with Principal. • Suspension. • Expulsion.

6.2 LOGICAL CONSEQUENCES

Logical consequences are how staff respond to children's poor behaviour in helping them to stop their behaviour and take responsibility for their actions.

By using logical consequences, they respect the child's dignity, while punishment often calls upon an element of shame. Logical consequences respond to the misbehaviour in ways that preserve the dignity of the child. The message is that the behaviour is a problem, not that the child is a problem.

As staff will need to gather more information before reacting, logical consequences give teachers time to assess a situation and determine what will help fix the problem.

6.3 PROHIBITED ITEMS

For reasons of Health and Safety, and to prevent loss of personal items which are not covered by insurance, staff will confiscate items listed below if they are brought into school.

Any confiscated items, except from dangerous weapons and smoking/vaping paraphernalia, will be returned to the pupil at the end of the school day.

- Mobile phones.
- Portable electronic devices.
- Jewellery.
- Chewing gum.
- Dangerous weapons – The Principal will contact the parents/carers to arrange for the collection of the item(s).
- Smoking/Vaping paraphernalia – The Principal will contact the parents/carers to arrange for collection of the item(s).

6.4 DEBARMENT

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

Debarment means that a child will be sent home, at the earliest opportunity, for collection by the child's parents/carers or by someone designated by them to collect their son/daughter. The responsibility of care is thereby returned to the parents/carers for the remainder of the school day. The child will be expected to be return to school the next day unless in exceptional circumstances discussed when the child is collected.

6.5 BEHAVIOUR REPORT

A Behaviour Report will be issued by the Principal or Vice Principal if other previous sanctions have not resulted in a change of behaviour. Behaviour Reports will be used mainly for children who regularly misbehave and need close monitoring from both staff and parents/carers. Parents/carers will be informed before a child is placed on a Behaviour Report and will be consulted before a child is removed from a Behaviour Report.

6.6 SUSPENSION AND EXPLUSION PROCEDURES

While we actively work with pupils to maximise their access to learning, there may be occasions when suspension and/or expulsion may be considered necessary.

Suspensions

Under existing legislation:

- A pupil can only be suspended by the Principal (or someone acting on their behalf).
- An initial suspension must not exceed five days.
- A pupil can only be suspended for a maximum of forty-five school days in a school year.
- The Principal cannot extend a period of suspension without the prior approval of the Chair of the Board of Governors.
- The Principal must immediately give written notification of a suspension to the parent/carer of the pupil, the Chair of the Board of Governors and the Education Authority region in which it is located.
- It is the duty of the Board of Governors of a grant-aided school to make arrangement for the provision of suitable education to a suspended pupil. In practise, this means that a pupil will receive work to complete at home. Parents/carers are responsible for ensuring this work is collected, completed and returned to school.

The suspension process is internal to the school, and it is the responsibility of the Principal and the Chair of the Board of Governors to ensure it operates in a fair manner. There is currently no independent appeals system against a suspension.

Expulsions

The expulsion of a pupil is legal only if the following requirements are satisfied:

- The pupil has served a period of suspension.
- A consultation has taken place between the Principal, the parent/carer of the pupil, the Chair of the Board of Governors and an authorised officer from the Education Authority. The consultation must include consideration about the future provision of suitable education for the pupil concerned.

- The decision to expel the pupil is made by the appropriate ‘expelling authority’ which, in Donegall Road Primary School.
- Where a final decision has been taken to expel a pupil, the Principal must immediately notify the parents/carers of their right to appeal that decision to an independent appeal tribunal established by the Education Authority and the arrangements and timetable for doing so.
- It is the duty of the Education Authority to make arrangements for the provision of suitable education for children of compulsory school age who have been expelled from a school. The school should advise parents/carers of this.

The Principal will keep a record of any child who is suspended for a fixed-term, or who is permanently excluded.

7. 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.

When required we may take an individual approach to a child’s behaviour. This may include taking into account:

- The age of the pupil.
- Any special or additional needs the pupil may have.
- Any relevant background circumstances the child may have.

8. USE OF REASONABLE FORCE/SAFE HANDLING

To reduce the need for any form of physical intervention, except in emergency situations, our staff actively implement a range of positive and restorative strategies. However, should a need arise for physical intervention, staff follow the guidelines set out in the ‘Regional Policy Framework on the Use of Reasonable Force/Safe Handling’ (DENI, 2004).

“...the working definition of “reasonable force” is the minimum force necessary to prevent a pupil from physically harming him/herself or others or seriously damaging property, but used in a manner which attempts to preserve the dignity of all concerned.” (DENI, 2004)

Staff use preventative strategies to defuse and deescalate potentially confrontational and/or aggressive situations. In specific situations a risk assessment may be required. See DENI 2004 guidance for further details.

9. CONSISTENCY OF APPROACH

To ensure consistency of application, regular meetings will be held between supervisors, classroom assistants, class teachers, the Senior Leadership Team, the Vice Principal and Principal. Procedures are regularly discussed and kept under review.

10. LINKS TO OTHER POLICIES

This policy should be read in conjunction with the following policies:

- Special Educational Needs Policy.
- Safeguarding and Child Protection Policy.
- Anti-Bullying Policy.

These policies are available at the school office upon request.

11. POLICY REVIEW PROCEDURES

In line with guidelines set out by the Department of Education (NI), 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.

12. CONTINUAL PROFESSIONAL DEVELOPMENT (CPD)

The school will provide training and development for classroom-based 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.