

**QUEEN ELIZABETH II
(POMEROY)
PRIMARY SCHOOL**



**Positive Behaviour
Policy**

(September 2019)

POSITIVE BEHAVIOUR/BEHAVIOUR FOR LEARNING POLICY

(This policy is based on promoting the use of praise and celebration)

MISSION STATEMENT

Queen Elizabeth II Primary School seeks to be a vital part of the community and strives to provide a broad quality education so that all pupils can reach their full potential within a caring, orderly and family atmosphere.

INTRODUCTION

In Queen Elizabeth II Primary School, we believe that the 'creation and maintenance of an orderly working environment is a basic pre-requisite to effective teaching and learning.' DENI SCHOOL IMPROVEMENT 1998

There are certain values which we feel should be developed in our pupils to promote good behaviour-

- To uphold Christian values
- To be respectful and supportive towards each other
- To have respect for themselves and others
- To take pride in their work

LEGISLATION AND GUIDANCE

This policy has been developed within the context of current legislation, policy and guidelines

Legislation

- Health and Safety at Work NI Order 1978
- The Children (Northern Ireland) Order 1995

- The Human Rights Act 1998
- The Education (NI) Order, 1998
- Welfare and Protection of Pupil's Education and Libraries (NI) Order 2003
- The Education (2006 Order) (COMMENCEMENT NO.2) ORDER (NORTHERN IRELAND) 2007
- The Education (School Development Plans) Regulations (NI) 2010
- Special Educational Needs and Disability Act (Northern Ireland) 2016
- Addressing Bullying in Schools Act (NI) 2016

DE Guidance

- Pastoral Care in School: Promoting Positive Behaviour, DE 2001
- Safeguarding and Child Protection in School. A Guide for Schools, DE 2017

ETI

- Inspection and Self-Evaluation Framework 2017

AIM

The primary aim of this policy is to promote good choices which lead to effective relationships so that everyone can support each other, work together and learn well. It aims to promote relationships which are happy, safe and secure. This policy aims to help children to become positive, responsible and increasingly independent members of the school community and the wider community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation.

RATIONALE

- To create and maintain an ethos which promotes aspiration, achievement and restoration
- To draw together all aspects of pupil welfare (SEN Policy, Safe Handling Policy, E-Safety Policy, Safeguarding and Child Protection Policy, Anti-Bullying Policy and Attendance Policy)
- To identify procedures which promote good behaviour and discipline

BOARD OF GOVERNORS STATEMENT OF PRINCIPLES:

We, the Governing Board of Queen Elizabeth II Primary School, believe that all members of our school community should be able to learn and achieve their full potential in a safe, secure and orderly environment. We value the strong relationships that exist throughout the school, which lead to mutual respect that encourages good behaviour. This policy is based on our belief in, and respect for, the value and contribution of all members of our community and their right to succeed. We seek to eliminate all forms of discrimination, harassment and bullying. The policy will be applied with consistency and fairness, with regard to each individual situation. The emphasis will be on encouraging positive behaviour through high expectation; a focus on learning; and praise and rewards. It is recognised, however, that on occasions sanctions are necessary to demonstrate that the misbehaviour is not acceptable; to express disapproval of the school community and to deter other pupils from similar behaviour. Sanctions will enable the pupil to reflect on, and learn from, their behaviour and make reparation wherever possible. We focus on positive behaviours and the opportunities for pupils to learn from their mistakes. We work closely with parents and carers to understand their children and

their circumstances, and believe this relationship is an important part in building a strong learning community.

Board of Governor - Duties

The Board of Governors has overall responsibility for ensuring a Positive Behaviour Policy is in place. They must review the effectiveness of the policy and support the Principal in carrying out the agreed guidelines.

Principal - Duties

The Principal must ensure that the policy is implemented consistently, keep the governors informed on the effectiveness of the policy, ensure the health and safety of both staff and pupils and keep records of serious incidents of misbehaviour. In the case of suspension or expulsion the Principal will seek advice, take action according to Employing Authority guidelines and notify Governors.

PROMOTION OF POSITIVE BEHAVIOUR

In Queen Elizabeth II Primary School we aim to put the emphasis on praise and reward for good behaviour.

By praising and rewarding good behaviour we will endeavour to create a climate within the school, which will:

- Promote learning for all pupils
- Make it easier for teachers to teach effectively
- Enhance the pupils' self-esteem and foster self-respect and respect for others
- Encourage independence by accepting the need for self-discipline, self-control and taking responsibility for their own behaviour

- Develop the pupils' interpersonal skills and their ability to work with co-operatively with others to resolve problems and potential conflict
- Have the endorsement and active support of parents

RIGHTS AND RESPONSIBILITIES

We at Queen Elizabeth II Primary School, acknowledge that for a caring and supportive atmosphere to be maintained, where individuals and groups behave in a positive manner, it is important that the rights and responsibilities of everyone are established.

	Rights	Responsibilities
Pupils	<ul style="list-style-type: none"> • To be respected by all members of the school community • To learn effectively in an enjoyable and safe environment • To be listened to and to be heard • To succeed and to have that success acknowledged. 	<ul style="list-style-type: none"> • To treat everyone in the school community with respect • To work to their full potential • To take responsibility for their behaviour and actions • To listen to what others have to say • To make good choices
Staff	<ul style="list-style-type: none"> • To be respected by all members of the school community • To work in a positive and supportive environment • To have effective communication within the school community 	<ul style="list-style-type: none"> • To create a stimulating, happy learning environment • To prepare effective learning and teaching opportunities

		<ul style="list-style-type: none"> • To develop children's self-esteem by acknowledging success of all • To communicate effectively with all stakeholders • Treat children fairly and consistently
Parents	<ul style="list-style-type: none"> • To have their child educated in a stimulating and safe environment • To be kept informed about school procedures and about their child's progress • To have concerns dealt with effectively • To be involved in consultation regarding school's policies and procedure 	<ul style="list-style-type: none"> • To ensure that their child attends school regularly and arrives in good time, with homework done and suitably equipped • To support the school's policies and procedures • To support their child's learning • To act as positive role models for their child in their relationship with the school

SCHOOL RULES

CARING We care for ourselves and others, therefore:

- We show good manners
- We tell the truth
- We are kind to each other
- We care for everything in our school
- We keep the classrooms, cloakrooms, toilets and school grounds tidy
- We put litter in the bins

- We show respect to the caretaker, classroom assistants, supervisors, teachers and visitors to our school

LEARNING We try our best, therefore:

- We come to school on time
- We do our work in school and our homework to the best of our ability
- We start our work quickly and always try to finish

TALKING AND LISTENING We listen to each other, therefore:

- We pay attention to the teacher
- When we want to speak we put our hand up and wait
- We respect the opinions of other children
- Work talk is quiet talk

SAFETY AND MOVEMENT We want a safe school, therefore:

- We always walk quietly
- We sit safely on our seats
- We need permission to leave school/classroom
- We do not open doors without teacher permission
- We wear suitable clothing and footwear for PE and Golden Mile activities
- We do not bring mobile phones/digital devices to school
- We do not wear jewellery

DINNING ROOM/PLAYGROUND When we are eating, playing and having fun we think of others, therefore

- We only eat at break and dinner times
- We move safely and in the correct direction around the dinner hall
- We report spillages to the supervisor

- We do not take food or drinks near computers
- We do not eat chewing gum
- We let others join in our games
- Be happy, play safely
- We line up when the bell rings

UNIFORM We are proud of our school, therefore

- We will wear our school uniform every day (to include correct shoes)
- We do not wear nail varnish

CONSULTATION AND PARTICIPATION PROCESS

Through regular BOG, PTA and staff meetings, parents/carers and staff will be consulted. Policies under review will be added to the school website under 'Consultation section'. This information will be shared in the school newsletter. Pupil Voice assemblies and School Council Meetings will allow for consultation with pupils.

Positive Behaviour will be addressed in the annual whole school questionnaire with parents, pupils and staff. The results will be analysed and feedback published on the school website and newsletter. School Rules will be discussed during whole school assemblies twice a term. School rules will be displayed around the school and in each classroom (Appendix 1). Pupils will also be reminded of the Buddy Code (See Appendix 1a).

LINKS WITH SPECIAL EDUCATIONAL NEEDS CODE OF PRACTICE

Social Emotional and Behaviour Difficulties (SEBD) is one of the categories of Special Educational Needs in the 1998-2005 Code of Practice. A pupil may be placed on the Code of Practice for SEBD

when a class teacher recognises a behaviour difficulty and where normal classroom management strategies are not effective. This policy will be used in conjunction with The Special Needs Policy to identify and meet individual needs through for example: target setting, IEP's

MONITORING AND EVALUATING OUR POLICY

This policy shall be constantly under review as it is the very essence of what goes on in each classroom, every day. Alterations if required will be made before annual distribution. The monitoring of this policy shall be the responsibility of the Principal. Strategies used to monitor the Policy's success will include:

- Playground observations
- Meetings with Classroom and Supervisory assistants
- Records of number of children who are suspended
- Feedback from staff meetings
- Monitoring levels of incidents reported
- Observing the general atmosphere around the school and endeavouring to gauge the levels of self-esteem of both pupils and staff
- Audits/questionnaires

Pupils are invited to share their thoughts on any additional motivating rewards and sanctions that may work and identify those that are not effective, through pupil voice assemblies and school council meetings.

On the basis of information gathered from the above, it will be the job of the Principal and Board of Governors to evaluate the success of the policy and decide future targets.

REWARDS AND SANCTIONS

A system of rewards and incentives will help to establish and maintain a climate in which pupils realise what constitutes acceptable behaviour. It is important that pupils realise that their good behaviour is acknowledged, just as incidences of poor behaviour are challenged and responded to by sanctions. To this end, monthly awards 'Pupil of the Month' within each Key Stage reflect not only rewards for effort and academic success, but pleasing behaviour. Within each individual classroom teachers at their own discretion, can distribute stickers, prizes, house points and words of praise for good behaviour. House points are totalled each month and a reward given at Friday Assembly.

Below are the types of rewards we in Queen Elizabeth II Primary School use on a regular basis.

Verbal	Non verbal	Honour	Material	Privilege
Well done...	Handshake	Whole class praise	Stickers	To sit on the school council
Good...	Good eye contact	Peer praise	Stars	
I like the way....	Smiling	Visiting another teacher	Badges	Trip to Tri-County Football tournament
Congratulations....	Thumbs up	Good work displayed	Certificates	After school clubs
I'm really pleased that		Positive comments in books	'Good behaviour' pencil	Children given position of responsibility: record healthy breaks, collect paper
Terrific....		Cups and trophies awarded: Prize Giving	Assembly/ lunch sticker	
Positive comments from other staff				

		Celebrate/share success on school website Pupil of the month House points Above average prize (House points)	Friday treat	from photocopier etc. Golden time
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Golden Time (KS2)

Each child will enjoy 'Golden Time' provided he/she has behaved in an acceptable way all week, shown responsibility and personal capability.

P5-P7 class will set aside 30 minutes each week for 'Golden Time'.

This is a time when children can 'down tools', relax and enjoy a variety of activities e.g. play type activities, board games, construction, art, free play on computer/ipad. Golden Time will be each Friday from 2.20 - 2.50. pm

Pupils on amber or red (KS2 pupils) are not permitted to take part in Golden Time. These pupils will complete an appropriate amount of written work - if an appropriate amount is not completed, the written work will be sent home to be completed over the weekend.

SANCTIONS

Sanctions are a necessary part of our Positive Behaviour Policy. They uphold the rules, give children the security of boundaries and encourage the development of appropriate behaviour. The purpose of the sanctions is to stop the misbehaviour and to influence the pupil to choose a more appropriate behaviour in future.

Sanctions should be

- Fully understood and applied fairly by all staff
- Applied as soon after the offence as possible
- Appropriate to the offence
- Defuse rather than escalate the situation, focus on the misdemeanour, rather than the pupil
- A sanction may result in the child moving from a green to an amber. See explanation below on green, amber and red system

Green, amber, red behaviour system (KS2)

All pupils will begin the day on green. If a minor incident takes place, the pupil involved will move to amber. Each pupil can be on amber 3 times before they move to a red.

1 Amber means= not able to take part in Golden Time

Following the 2nd amber, the pupil will be asked to complete 'STOP - THINK' sheet along with the class teacher. (See Appendix 2)

Red means = Written note sent home to parents outlining behaviour. (See Appendix 3). This will now be considered a note-worthy incident. Staying on Green poster will be displayed in the KS2 classroom and an individual copy given to each pupil (See Appendix 6)

DEGREES OF INDISCIPLINE

(1) Minor incident

A minor incident is one which interferes with classroom teaching or causes minor disruption in the playground:

- Shouting out, without hand up
- Not doing homework
- Forgetting books required for day
- Making inappropriate noises
- Delaying lining up when outdoor bell has rang
- Talking in the playground lines following being settled by the supervisory staff

- Silly behaviour during Golden Mile
- Throwing things in classroom
- Running in corridor

(This is not an exhaustive list)

Dealing with a minor incident

We as teachers know that a quiet, firm, reprimand can be very effective and all that is necessary to deal with a minor incident. Minor incidents are dealt with by the class teacher.

RECOMMENDED RESPONSE - MINOR INCIDENT

- Verbal reprimand
- Reminder of expectations/rule
- Loss of free time (such as break time)
- Change of seating arrangements
- Time out for child
- Moving from green to amber (KS2)

(This is not an exhaustive list)

(2) NOTE-WORTHY INCIDENT

A note-worthy incident is one where there is more serious or continuous disruption in the classroom or unruly behaviour in the playground:

- Persistent offenders from above (for homework and bringing of books this will be considered persistent if it happens more than 3 times in a month)
- Being insolent to teacher/ classroom assistant/ supervisor/sub teacher
- Displaying defiance and sullenness
- Challenging authority

- Horseplay with peers - hitting, kicking, pushing etc.
- Using any physical force against another pupil /member of staff
- Refusal to co-operate or show respect to other children/adult i.e. pupil walking off when an adult is speaking to pupil, muttering about adult when reprimand is given, shrugging of shoulders as a means of communicating

(This is not an exhaustive list)

RECOMMENDED RESPONSE TO A NOTE-WORTHY INCIDENT

A note of the incident should be made in the School Incident Book and brought to the attention of the Principal. **Parents are informed at this stage** via a Behaviour Note in their Homework Diary (See Appendix2). Pupils will be given an opportunity to reflect on their behaviour and its effect ('Personal Reflection' See Appendix (2a) P1 -P4, (2b) P5-P7). Other sanctions may be administered depending on the misdemeanour:

- (KS2) Pupil receives further ambers (3 ambers result in a red, when a pupil is on red it is deemed a note-worthy incident)
- Withdrawal of privileges for a fixed period or permanently
- Restriction of extra-curricular activities
- Completion of additional work to compliment current studies or give opportunity to reflect on behaviour
- Referral of troublesome pupil to Principal for a reprimand
- A note of the indiscipline is made in the Incident Book in the staff room
- Child's behaviour is closely monitored by class teacher

(This is not an exhaustive list)

'Time Out' for unacceptable behaviour in the playground will result in the child remaining with a playground supervisor for an

allocated amount of time or having a cooling off period of time in the Assembly Hall sitting on the bench beside the window.

If a note-worthy incident persists the child will be put on an Individual Behaviour Plan. Parents will be required to meet with the class teacher to discuss next steps. The pupil will be actively involved in the tracking, monitoring and assessment of their progress.

(3) SERIOUS INDISCIPLINE

A serious indiscipline is a gross misbehaviour or misconduct, violence or destruction of property

- Persistent offenders from above
- Outright refusal to obey staff
- Truancy
- Bullying
- Assaulting other pupils
- Vandalism to schools and other's property
- Theft

(This is not an exhaustive list)

RECOMMENDED RESPONSE TO SERIOUS INDISCIPLINE

A note of the incident should be made in School Incident Book and brought to the attention of the Principal immediately. Parents are again informed at this stage.

- Child is put on an Individual Behaviour Plan for a determined amount of time
- Depending on the nature of the gross misconduct, the child may be suspended for a determined amount of time, advice should be sought from the Education authority
- Chair of Board of Governors informed

- On return to school, child's behaviour is closely monitored by his/her teacher and Principal
- In the case of bullying - See Anti-Bullying Policy

Any child who displays consistent behaviour problems will be risk assessed to ensure inclusion at all times. These risk assessments will be kept within the Risk Assessment File. They will take account, as necessary, of the age and degree of maturity of the pupil and any Special Educational Needs he or she may have.

PROLONGED GOOD BEHAVIOUR FOLLOWING AN INCIDENT OF INDISCIPLINE

If a child shows remorse and desists from indiscipline for a determined period of time, their name is removed from the Incident Book and they begin with a 'clean slate'.

BEHAVIOUR OUTSIDE SCHOOL

Pupils are expected to behave with reasonable maturity and respect for peers, adults and property on their way to and from school, on educational visits and trips. They are instructed in roads safety and warned of the dangers of strangers and this should be reinforced by parents continually.

AREA LEARNING COMMUNITY ARRANGEMENTS

This Policy will apply when pupils are involved during Shared Education Learning. This policy document will be shared with all the staff involved in Shared Education activities, prior to the arranged activities taking place.

DAMAGE TO SCHOOL PROPERTY

If any item of school property is broken, damaged or defaced, payment will be requested from the parents to replace or repair the damaged/broken item.

PARTNERSHIPS

Although the school has a critical role to play in promoting good behaviour, it is clear that schools cannot, and should not tackle this responsibility alone. "Partnership" is key. Queen Elizabeth II Primary School accepts that children who present challenging behaviour do so for various reasons and the school will address these issues through a joint working approach with other agencies. We will attempt to have effective working relationships with the Behaviour Support Team (E.A.), EWO, Social Workers, Educational Psychology and Health Departments in particular to ensure that those children that are particularly vulnerable receive co-ordinated multidisciplinary responses.

CONTINUING PROFESSIONAL DEVELOPMENT

All staff, teaching and ancillary, will receive training in promoting Positive Behaviour. This policy will be shared with all staff annually during August training days.

COMMUNICATING OUR POLICY

- QE II PS will undertake to distribute this policy in full to the Board of Governors annually
- QE II PS will undertake to distribute a condensed copy of this policy to parents annually and inform them that the policy in full is available for their inspection in the school office and on the school website (See Appendix 5)
- QE II PS will undertake to make all pupils aware of the contents of this policy through activities provided and by example set within the school environment. The aim of this policy will be apparent in all that we do and the way that we do it.

This policy was formulated in consultation with the Board of Governors, teaching and non-teaching staff, pupils and parents.

LINKS WITH OTHER POLICIES

QE II Primary School's Positive Behaviour Policy is one of a number of initiatives undertaken by the staff of the school, to ensure that each pupil is secure and happy and is able to function at their optimum level, both physically and academically. Other policies which impact on this one are as follows:

- Health and Safety Policy
- Pastoral Care Policy
- Child Protection Policy
- Special Needs Policy
- Anti-Bullying Policy
- Reasonable Force/Safe handling Policy

It is the aim of our school that the implementation of the above policies and the attitudes they engender, will help to develop a more child centred school where the needs and concerns of the pupils are paramount and the school can function free from serious disruption and indiscipline.

We aim to develop a culture where all pupils know what is acceptable behaviour and what is not.

This policy will be reviewed annually.

Review Date: June 2020

Our Rules

CARING

We care for ourselves and others, therefore:

- We show good manners
- We tell the truth
- We are kind to each other
- We care for everything in our school
- We keep the classrooms, cloakrooms, toilets and school grounds tidy
- We put litter in the bins
- We show respect to the caretaker, classroom assistants and supervisors

LEARNING

We try our best, therefore:

- We come to school on time
- We do our work in school and our homework to the best of our ability
- We start our work quickly and always try to finish

TALKING AND LISTENING

We listen to each other, therefore:

- We pay attention to the teacher
- When we want to speak we put our hand up and wait
- We respect the opinions of other children
- Work talk is quiet talk

SAFETY AND MOVEMENT

We want a safe school, therefore:

- We always walk quietly
- We sit safely on our seats
- We need permission to leave school/class

- We do not open doors without teacher permission
- We wear suitable clothing and footwear for PE and Golden Mile activities
- We do not bring mobile phones/digital devices to school
- We do not wear jewellery

DINNING ROOM/PLAYGROUND

When we are eating, playing and having fun we think of others, therefore

- We only eat at break and dinner times
- We move safely and in the correct direction around the dinner hall
- We report spillages to the supervisor
- We do not take food or drinks near computers
- We do not eat chewing gum
- We let others join in our games
- Be happy, play safely
- We line up when the bell rings

UNIFORM

We are proud of our school, therefore

- We will wear our school uniform every day (correct shoes)
- We do not wear nail varnish

REMEMBER!

The following will have consequences:

- Using physical force (hitting, kicking, pushing) another pupil
- kicking/pushing school property and slamming doors in anger
- refusal to obey staff request (walking off when a member of staff is talking, shrugging shoulders, muttering back to staff)
- name calling



The Buddy Code



When I am annoyed:

- I say "Stop that - I don't like it!"

When things annoy us:....

- We talk
- We listen
- We might not agree, but we don't put others down!

If the person continues to annoy or hurt me I tell an adult.

If I have annoyed someone I listen, then I am asked to stop.



STOP - THINK

(Take time to think, then talk)

Name _____

Date: _____

I am feeling.....



Sad



Happy



Scared



Embarrassed



Angry

I chose to

I should have

Did I apologise yet?

Yes

No (let me do that now!)

Pupil _____

Teacher _____

Name of Child:

Date of Conversation:

STOP – THINK



Sheet (Take time to think, then talk)

Take time to think

1. Think back to what happened. What is happening?



2. What was/is my side of the story? Does everyone involved think the same?

3. What needs to be changed/fixed?



4. What could I (adult) do to help?

5. What do you need to do (child)?



6. Then agree a plan

7. Date of review meeting _____

Signed _____ Signed _____



BEHAVIOUR NOTE

Today: _____(date) _____ (name of

child), received a red card for the following:

-

In response to this behaviour, the following action/actions were taken:

-

Parent signature: _____ (date)

Please sign and return to the class teacher for the next school day.

If you wish to discuss this incident further, please contact the class teacher to arrange a meeting.

Please be aware, if your child persistently receives a red card, a meeting with parents will be required to discuss plans for an Individual Behaviour Plan for your child.

Your child will have been given the opportunity to reflect on their behaviour today.

A full copy of our school behaviour policy is available on the school website, or on request from the school.

Positive Behaviour Policy

Parent Summary

AIM

The primary aim of this policy is to promote good choices which lead to effective relationships so that everyone can support each other, work together and learn well. It aims to promote relationships which are happy, safe and secure. This policy aims to help children to become positive, responsible and increasingly independent members of the school community and the wider community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation.

TYPES OF REWARDS USED AT OUR SCHOOL

Verbal	Non verbal	Honour	Material	Privilege
Well done... Good... I like the way.... Congratulations.... I'm really pleased that Terrific.... Positive comments from other staff	Handshake Good eye contact Smiling Thumbs up	Whole class praise Peer praise Visiting another teacher Good work displayed Positive comments in books Cups and trophies awarded: Prize Giving Celebrate/share success on school website Pupil of the month House points Above average prize (House points)	Stickers Stars Badges Certificates 'Good behaviour' pencil Assembly/ lunch sticker Friday treat	To sit on the school council Trip to Tri-County Football tournament After school clubs Children given position of responsibility: record healthy breaks, collect paper from photocopier etc. Golden time

TYPES OF SANCTIONS USED AT OUR SCHOOL

Degrees of indiscipline	Examples (this is not an exhaustive list)	Recommended response (this is not an exhaustive list)
Minor incident	<p>A minor incident is one which interferes with classroom teaching or causes minor disruption in the playground:</p> <ul style="list-style-type: none"> • Shouting out, without hand up • Not doing homework • Forgetting books required for day • Making inappropriate noises • Delaying lining up when outdoor bell has rang • Talking in the playground lines following being settled by the supervisory staff • Silly behaviour during Golden Mile • Throwing things in classroom • Running in corridor 	<ul style="list-style-type: none"> • Verbal reprimand • Reminder of expectations/rule • Loss of free time (such as break time) • Change of seating arrangements • Time out for child • Moving from green to amber (KS2)
Note-worthy incident	<p>A note-worthy incident is one where there is more serious or continuous disruption in the classroom or unruly behaviour in the playground:</p> <ul style="list-style-type: none"> • Persistent offenders from above (for homework and bringing of books this will be considered persistent if it happens more than 3 times in a month) • Being insolent to teacher/ classroom assistant/ supervisor/sub teacher • Displaying defiance and sullenness • Challenging authority 	<p>A note of the incident should be made in the School Incident Book and brought to the attention of the Principal. Parents are informed at this stage via a 'Behaviour Note' in their homework Diary.. Pupils will be given an opportunity to reflect on their behaviour and its effect. Other sanctions may be administered depending on the misdemeanour:</p> <ul style="list-style-type: none"> • (KS2) Pupil receives further ambers (3 ambers result in a red, when a pupil is on red it is deemed a note-worthy incident) • Withdrawal of privileges for a fixed period or permanently • Restriction of extra-curricular activities

	<ul style="list-style-type: none"> • Horseplay with peers - hitting, kicking, pushing etc. • Using any physical force against another pupil /member of staff • Refusal to co-operate or show respect to other children/adult i.e. pupil walking off when an adult is speaking to pupil, muttering about adult when reprimand is given, shrugging of shoulders as a means of communicating • Not asking for permission to leave the room 	<ul style="list-style-type: none"> • Completion of additional work to compliment current studies or give opportunity to reflect on behaviour • Referral of troublesome pupil to Principal for a reprimand • A note of the indiscipline is made in the Incident Book in the staff room • Child's behaviour is closely monitored by class teacher <p>'Time Out' for unacceptable behaviour in the playground will result in the child remaining with a playground supervisor for an allocated amount of time or having a cooling off period of time in the Assembly Hall sitting on the bench beside the window.</p> <p>If a note-worthy incident persists the child will be put on an Individual Behaviour Plan. Parents will be required to meet with the class teacher to discuss next steps. The pupil will be actively involved in the tracking, monitoring and assessment of their progress.</p>
<p>Serious Indiscipline</p>	<p>A serious indiscipline is a gross misbehaviour or misconduct, violence or destruction of property</p> <ul style="list-style-type: none"> • Persistent offenders from above • Outright refusal to obey staff • Truancy • Bullying • Assaulting other pupils • Vandalism to schools and other's property • Theft 	<p>A note of the incident should be made in School Incident Book and brought to the attention of the Principal immediately. Parents are again informed at this stage.</p> <ul style="list-style-type: none"> • Child is put on an Individual Behaviour Plan for a determined amount of time • Depending on the nature of the gross misconduct, the child may be suspended for a determined amount of time, advice should be sought from the Education authority • Chair of Board of Governors informed • On return to school, child's behaviour is closely monitored by his/her teacher and Principal • In the case of bullying - See Anti-Bullying Policy <p>Any child who displays consistent behaviour problems will be risk assessed to ensure inclusion at all times. These risk assessments will be kept within the Risk</p>

		Assessment File. They will take account, as necessary, of the age and degree of maturity of the pupil and any Special Educational Needs he or she may have.
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PROLONGED GOOD BEHAVIOUR FOLLOWING AN INCIDENT OF INDISCIPLINE

If a child shows remorse and desists from indiscipline for a determined period of time, their name is removed from the Incident Book and they begin with a 'clean slate'.

DAMAGE TO SCHOOL PROPERTY

If any item of school property is broken, damaged or defaced, payment will be requested from the parents to replace or repair the damaged/broken item.

Golden Time (KS2)

Each child will enjoy 'Golden Time' provided he/she has behaved in an acceptable way all week, shown responsibility and personal capability.

P5-P7 class will set aside 30 minutes each week for 'Golden Time'. This is a time when children can 'down tools', relax and enjoy a variety of activities e.g. play type activities, board games, construction, art, free play on computer/iPad. Golden Time will be each Friday from 2.20 - 2.50. pm

Pupils on amber or red (KS2 pupils) are not permitted to take part in Golden Time. These pupils will complete an appropriate amount of mental maths - if an appropriate amount is not completed, the written work will be sent home to be completed over the weekend.

All pupils will begin the day on green. If a minor incident takes place, the pupil involved will move to amber. Each pupil can be on amber 3 times before they move to a red.

1 Amber means= not able to take part in Golden Time

Following the 2nd amber, the pupil will be asked to complete 'STOP -THINK' sheet along with the class teacher.

Red means = Written note sent home to parents outlining behaviour. **This will now be considered a note-worthy incident.**

Home School Agreement

I have received a summary copy of the school Positive Behaviour Policy. I am aware that a full copy of the Positive Behaviour Policy can be obtained from the school office or from the school website.

I agree to support my child to uphold the rules of the school.

Signed: _____ Date: _____

STAYING ON GREEN!

BEHAVIOUR AND ATTITUDE

I can stay on Green by...

- Being good in school at all times, in the classroom, in the dining hall, in the corridors, in the bathroom and in the playground
- Showing good manners at all times and to everyone
- Having a positive attitude to all aspects of my learning including homework
- Being a caring and respectful friend
- Putting my hand up in class
- Listening well in class at all times
- Being patient and taking turns
- Not speaking when someone else is speaking
- Telling the truth at all times
- Moving around the school in an appropriate way
- Sitting on my chair correctly

PERSONAL CAPABILITIES/SELF MANAGEMENT SKILLS

I can stay on Green by ...

- Remembering what I need for school - my P.E. kit, homework, swimming bag, reading book etc.
- Being responsible for my own possessions
- Being able to prepare myself quickly for P.E. time and get dresses quickly after P.E.. putting away my P.E. kit in the correct place.
- Being able to prepare myself quickly for home time, remembering to take home what I need
- Being organised at my desk and keeping my school bag neat and tidy
- Doing my best at lunch time when eating my lunch/dinner i.e. eating as much as I can
- Doing my duties efficiently
- Completing all my homework
- Getting what I need signed,

