



**Creggan Primary School /
'Learning for Life'**

Creggan Primary School

Positive Behaviour & Discipline Policy

Sean McAuley	November 2025
Chair of Board of Governors	Date
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Principal	Date

Creggan Primary School – Positive Behaviour Policy & Discipline Policy

RATIONALE

Our Positive Behaviour Policy is an intrinsic part of our overall Pastoral Care Programme and aims to ensure that children in Creggan Primary School are educated in a safe, secure and caring environment. To ensure that this is so, we have introduced a policy with set procedures to create a calm, secure and happy working environment for all.

This policy underpins a positive approach to behaviour and discipline which is relevant for everybody, children and adults.

We accept that:

- each child is an important person and entrusted to us by their parents;
- every staff member is an important person and a professional, entitled to the support and respect of children and parents.

We also believe that good discipline is based on good relationships between pupil and teacher and high expectations of pupils in terms of behaviour and work. Creggan Primary School seeks to promote its aim of being a ‘caring and inclusive school’ in the development of friendly relationships at all levels.

PRINCIPLES

Positive behaviour management promotes the core values of the school as expressed in our school motto, “Learning for life. Be the best that you can be.”

This Policy is based on a whole school approach, and will be widely disseminated and readily understood by staff, pupils and parents through a process of consultation.

It is dependent on a shared understanding of what is acceptable behaviour among members of the school community. It will have effective links with different school policies including, Anti Bullying, Child Protection, Religion, RSE, PDMU, Equality/Inclusion and SEN policies.

This policy is designed to promote good behaviour and respect for others, through the adoption of children’s rights and responsibilities (RRS), rather than merely deterring unacceptable behaviour.

AIMS

- To develop a behaviour Policy, supported and followed by the whole school community - parents, teachers, children and Governors – based on a sense of community and shared values.
- To foster a caring, family atmosphere, in which teaching and learning can take place in a safe and happy environment.
- Through the School Curriculum, to teach moral values and attitudes as well as knowledge and skills. (This will promote responsible behaviour, self-discipline, self-respect and respect for other people and property).
- Through the teaching of the PDMU elements of the curriculum, including our PATHS programme and the NSPCC Keeping Safe Programme, positive expression will be encouraged rather than negative and the children will have extra support where necessary to ensure that they have full inclusion of the curriculum.
- To reinforce good behaviour, by providing a range of rewards for children of all ages and abilities, rather than simply to punish bad behaviour.
- To make clear to children the distinction between minor misdemeanours and serious misbehaviour and the sanctions that will follow any misbehaviour.
- To resolve behavioural problems in a caring and sympathetic manner as they occur, in the expectation of achieving an improvement in behaviour.

THE NEED FOR DISCIPLINE

Discipline is the system which aims to cultivate in pupils an acceptance and recognition of responsibility for their own decisions, their actions and their consequences. Good discipline practices create the conditions for effective learning and help to develop children's responsible attitudes and values for life.

It is the view of the Board of Governors and staff that effective learning can only take place in an atmosphere where standards of positive behaviour and language are prerequisites. Positive behaviour is the conduct which assists the school to fulfil its function, namely the development of the full potential of all its pupils.

Negative behaviour is the conduct which prevents this, either when an individual prevents his/her own development by behaving negatively or when unacceptable conduct disrupts the development for other members of the school community. It therefore follows that positive behaviour is that which:

- conforms to the reasonable expectation and requirements of the school
- is based upon mutual respect for the needs and aspirations of all in the school and upon care for its environment.

Aims of Discipline

Discipline is a system of rules for good behaviour which aims to create conditions for an orderly community in which:

- Effective learning takes place
- Self-discipline, self-respect and good relationships can be developed so there is mutual respect among all members

Discipline should have at its centre a concern for the safety and well-being for all pupils, and the whole school family. Discipline should not be seen as a punishment but as being concerned with the development and nurturing of pupils, to enable them to behave in a socially acceptable fashion while in the care of teachers, classroom assistants, dining assistants and all adults they are working with in school, as well as the peers they work alongside. It may be that sanctions form part of this, but methods of discipline should aim to be positive and preventative.

SCHOOL DISCIPLINE

Code of Conduct – Care, Courtesy and Consideration

- All members of the school community should respect one another.
- All children should acknowledge the authority of, and respect, their teachers and other adults.
- All children should show regard for their fellow pupils.
- All children should respect their own, other people's and school property.
- Creggan Primary School expects children to be well behaved, well-mannered and attentive.
- If a child has a grievance against another child, it should be reported to a member of staff, who will take appropriate action.
- Physical violence is not acceptable, neither is retaliation. Repeated or serious incidents will lead to exclusion.
- Foul or abusive language should never be used and will not be tolerated.
- Children should not bring sharp or dangerous instruments to school.
- Children should wear the correct school uniform. Jewellery policy should be adhered to.

Classroom Discipline

Good teaching practice and positive teacher/ pupil relationships are major contributors to good classroom discipline. Good discipline enables effective learning to take place and in order to achieve this goal the following strategies must be implemented;

- The encouragement of genuine involvement of all pupils in class activities by recognising their different abilities and matching tasks to those abilities so that pupils regularly achieve success.
- The recognition and encouragement of children's individuality and the importance of self-esteem
- Enjoyable and challenging lessons.
- Use of positive rather than negative language to communicate expectations and feedback to pupils.
- Giving regular praise and encouragement to pupils, particularly to disruptive pupils as soon as acceptable behaviour is observed.
- The establishment of a number of classroom rules which are understood by all.
- To use an appropriate voice and not to shout at pupils.
- To have a consistent approach to behaviour and discipline in all classrooms.

This Code of Conduct has been formulated with the safety and wellbeing of the children in mind, and to enable the school to function efficiently as a place of learn.

Incentive Scheme

The Positive Side of Discipline

In any disciplinary system the emphasis must always be on the positive approach to encouragement and praise rather than on the negative one of criticism and punishment. Criticism should always include advice on how to improve and should be constructive in its approach. It is part of the school policy to emphasis positive behaviour and maintain and improve discipline.

A major intent of this policy is to encourage pupils to exhibit good behaviour; this is reinforced with a system of praise and reward for all children.

Creggan Primary School's reward scheme is based on a range of differentiated systems, through which children can be rewarded for academic and non-academic achievements, for effort and for being caring, and for all aspects of good work and behaviour.

By using a positive system of rewards and reinforcing good behaviour, Creggan PS fosters children's positive self-esteem and discipline.

Encouraging Positive Behaviour

We support positive behaviour and a positive environment through;

- A consistent approach by the whole school community.
- Monitoring pupil attendance and taking swift action where necessary.
- Constructive whole school planning for PDMU and mental health and wellbeing.
- Developing pupil voice, through implementation of School Council, Ethos Committee, Eco Council, Digital Leaders and pupil focus groups and pupil consultations.
- Appreciating and following the agreed Code of Conduct
- Encouraging our children to see themselves as part of a whole school community and recognising their responsibility within this.
- Developing the skills of co-operation and discussion.
- Encouraging everyone to take pride in the school environment.
- Having a positive and consistent approach to playtimes and lunchtimes.
- Creating a stimulating classroom environment.
- Providing a clear and positive learning experience, fairly and consistently.
- Offering a broad and balanced curriculum that is well planned, prepared and stimulating.
- Ensuring that the curriculum issues concerning organization, methods of teaching and learning, content and differentiation are addressed.

Roles and Responsibilities of All Stakeholders

Promoting positive behaviour is the responsibility of all staff- both teaching and non-teaching, parents and Governors. We will support each other as a team and work together to provide an environment which encourages and promotes positive behaviour.

All members of our school are part of an important community with collective responsibility to care for each other and promote self-esteem, self-respect and respect for others. The effective links with home which we have established together with the continued support of parents will help to maintain an orderly and safe environment and create a climate where pupils are valued as individuals and encouraged in their learning and their physical and mental health and wellbeing.

Board of Governors (Role and responsibilities)

The B.O.G. will:

- Ensure that good behaviour and discipline policies are pursued at school
- Make and keep under review, a written statement of 'general principles about pupil behaviour and discipline' which the principal will have regard to in determining school rules and behaviour policies;
- Before making the statement of general principles, consult the principal and the parents, and consider any guidance from the department, the ELB or CCMS;
- Decide and set out what aspects of discipline / behaviour should be a matter for the principal
- Safeguard and promote the welfare of pupils
- Require that 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

(Pastoral Care in Schools: Promoting Positive Behaviour, 2001, Pg. 4) (Positive Behaviour Framework.)

Principal (Role and Responsibilities)

'The principal will:

determine the measures (which can include rules and the means of enforcing them) which the school will take to:

- promote among the pupil self- discipline and respect for authority
- encourage good behaviour and respect for others
- secure an acceptable standard of behaviour among the pupils'
- Act in accordance with the Board of Governors' statement of general principles, and any other guidance given by them
- Prepare a written statement of these measures and give a copy to parents
- Ensure a copy of policy is available on website

(Pastoral Care in Schools: Promoting Positive Behaviour, 2001, Pg. 4) (Positive Behaviour Framework.)

The Rights and Responsibilities of Everyone in Creggan PS

OUR PUPILS

Pupil Rights	Pupil Responsibilities
• 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; • Have a voice and be responded to; • Be taught in a pleasant, well-managed and safe environment (physically and emotionally); • Work and play within clearly defined and fairly administered codes of conduct; • Experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met; • Develop and extend their interests, talents and abilities; • Reasonable access to the school	• Come to school on time, with homework done, and suitably equipped for the the day ahead; • 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. • Respect the views, rights and property of others, and behave safely in and out of class; • Work co-operatively with other members of the school community; • Work as hard as they can in class; • Conform to the conventions of good behaviour and abide by school rules; • Contribute to and adhere to the school's underpinning values and principles.

OUR STAFF

Staff Rights	Staff Responsibilities
• 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; • To be treated with care and dignity from all members of our school community.	• 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 in difficulty or falling behind; • Work co-operatively with pupils to overcome barriers to learning; • 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; • Report suspected cases of bullying to Designated Teacher for Child Protection or in their absence to Deputy Designated Teacher for Child Protection. The Principal must also be informed; • Follow up any complaint by a parent about bullying, and report back within one week on the action which has been taken.

OUR PARENTS

Parents/ Carers Rights	Parents/Carers Responsibilities
• A safe, well-managed and stimulating environment for their child's education; • reasonable access to the school; • to have their enquiries 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; • Be involved in consultation regarding the school's policies and procedures.	• Ensure that their child attends school regularly and arrives in good time, with homework done, and suitably equipped for 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.

Rewards

We at Creggan Primary School not only promote and teach positive behaviour and attitudes with our children, we also greatly value and reward them. The emphasis of this policy is on the positive and consistent reward of positive behaviour and attitudes. As already stated we believe our pupils learn best when they are happy in school.

All members of staff will recognise and celebrate positive behaviour and attitudes at all times around the school through informal praise. Wherever appropriate, children's best efforts will be celebrated through display and performance.

Each teacher will have their own system of class rewards.

Rewards may include the following:

- Verbal praise and smiling at children
- Verbal or written praise to parents about their child
- A simple word of thanks
- Stickers, badges or stamps
- Pupil of the Day chosen for compliments
- Certificates
- Written comments in books
- Sending the child to another teacher, Vice Principal or Principal for praise.
- Special responsibility jobs for pupils e.g. council membership.
- Dojo Points
- Award of special privileges e.g. Golden Time
- Star Charts
- Individual or Group Prizes

Principal's Award

Every week each teacher will choose a pupil to be awarded with 'Principal's Award.' This award will be given to 1 (or more) pupils per class, from P1-7. The weekly areas of reward may include the following:

- Literacy
- Numeracy
- Behaviour
- Endeavour
- ICT

The class teacher will choose a pupil, who in their opinion has made a significant contribution in the chosen area. The winners will be presented with a certificate from the Principal in our Assembly and their photograph will be displayed in the weekly Sway message which is also shared on the Website.

SANCTIONS & CONSEQUENCES

Although the emphasis of this policy is on encouraging and rewarding positive behaviours and attitudes, we at Creggan Primary School recognise that it may be necessary to employ a number of sanctions to enforce our Code of Conduct and Classroom Rules to ensure a safe learning environment. As with matters relating to reward, consistency and fairness are vital in the application of sanctions which should be appropriate to each inappropriate behaviour.

When dealing with all forms of inappropriate behaviour, staff should employ the following strategies;

- Be calm- all children must be dealt with in a calm yet firm manner, referring to which behaviour is not acceptable and the action being taken.
- Make clear that it is the behaviour which is being punished and this is not a personal matter.
- Logical consequences- a logical consequence is a sanction that is proportional to and fits the misdemeanour. The first step is to stop the behaviour and the second step is to provide an action that recalls the rules, reinstates the limits and teaches alternative behaviours.
- Make good choices- remind the pupil they need to make good choices.
- Fresh start- although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start.

Class Plan for Learning...Foundation/Key Stage 1



We believe that good behaviour is about making the right choices

Our Classroom Rules

'Show me 5'

- 1. Show me your 'Hands to self'**
- 2. Show me your 'Do not interrupt'**
- 3. Show me your 'Listening ears'**
- 4. Show me your 'Looking eyes'**
- 5. Show me your 'Walking feet'.**

Year 4 will continue to comply with 'Show Me 5' and are also responsible for creating a charter of 'Golden Rules' for their class, in preparation for KS2. Pupils will have an opportunity to share these rules with the whole school in assembly.

Positive Recognition/ Rewards

When we choose to keep to these rules we may receive the following rewards;

1. Praise
2. Stickers
3. Stamps/ points
4. House Points
5. Certificates
6. Special Activity
8. Special Class Reward
9. Principal's Award

Possible Consequences

If I choose to break a rule the following steps will be taken;

- First time a pupil breaks a rule... Reminder (attention drawn to rule)
- Second time a pupil breaks a rule... Verbal Warning
- Third time a pupil breaks a rule... Minutes away from the group/Task '**Thinking Time**'
- Fourth time a pupil breaks a rule... Teacher informs Principal who talks to him/her
- Fifth time a pupil breaks a rule... Possible contact with parents/ carer*

Severe Clause: Remove from class and send to Senior Teacher or Principal.

(*There should be prior notification with the Principal before parent/ carer is contacted).

Class teacher will use professional judgement and speak to SENCo in relation to children with SEN. This consultation will be taken into consideration before sanctions are given out.

Class Plan for Learning...Key Stage 2



We believe that good behaviour is about making the right choices

Our Classroom Rules

- **We work hard. We don't waste our own or other's time.**
 - **We listen. We don't interrupt.**
 - **We are honest. We don't cover up the truth.**
 - **We are gentle. We don't hurt others.**
- **We are kind and helpful. We don't hurt anyone's feelings.**
- **We look after the property. We don't waste or damage things.**

Positive Recognition/ Rewards

When we choose to keep to these rules we will receive the following rewards;

1. Praise
2. Stickers
3. Stamps/ points
4. Table points/House Points
5. Golden Time
6. Certificates
7. Positive Note/ call home
8. Principal Award
9. Special Class Rewards

Possible Consequences

If I choose to break a rule the following steps will be taken;

- First time a pupil breaks a rule... Reminder (attention drawn to rule)
- Second time a pupil breaks a rule... Verbal Warning
- Third time a pupil breaks a rule... Work away from the group or task
- Fourth time a pupil breaks a rule... Teacher informs Principal who talks to him/her
- Fifth time a pupil breaks a rule... Possible contact with parents/ carer*

Severe Clause: Remove from class and send to Senior Teacher or Principal.

(*There should be prior notification with the Principal before parent/ carer is contacted).

Class teacher will use professional judgement and speak to SENCo in relation to children with SEN. This consultation will be taken into consideration before sanctions are given out.

Positive Behaviour Management

Listed below are a range of strategies which are proven to have been effective in positive behaviour management;

- Positive Feedback- Acknowledge/Approve/Affirm:
 - Acknowledging (notice and describe the behaviour), approve it (say why it is good) and affirm (apply a positive label to the pupil) e.g. "Thank you for tidying up so quickly- you are a great helper!"
- Positive Correction- tell the pupils what you want them to do i.e. not what you don't want them to do e.g. "Please walk" instead of "stop running." Avoid saying, "don't" or "stop".
- Positive Repetition- when you give a direction, ask someone who knows what to do to repeat it rather than focusing on the one who doesn't- praise the children who carry out the instruction.
- Non-verbal Cues- hands up, finger on the lips, the "look".
- Give take-up time- give a clear specific direction in a non-confrontational way, move away from the pupil with a clear expectation that the pupil will comply.
- Re-direction- repeat direction without being side tracked. Use thanks and take-up time, do not stand over pupils in a confrontational way.
- Tactically ignore- ignore any secondary behaviour if the pupil is compliant with the primary behaviour request e.g. if the pupil begins the task (primary behaviour) when asked, ignore any annoying secondary behaviours such as huffing and muttering.
- Physical Proximity- move closer to a disruptive pupil
- Distraction/ Diversion- give an alternative task or activity to a disruptive pupil without highlighting the inappropriate behaviour.
- Clear Expectations- e.g. "When we go back in to the classroom after break, I will give a point to those who go straight back to their task."
- Where/ What- "Where should you be?" (In my seat) What should you be doing? (My work).
- Choices- "Put your (e.g. toy) on my desk or in your bag- which are you going to do?"
- Broken Record- Calmly repeat the request or rule or consequence; avoid being drawn into an argument, stay neutral.
- Private Reprimand- a quiet word rather than a public confrontation.
- Repair & Rebuild- as soon as possible after a reprimand, find an opportunity to say something positive about the pupil, "Catch them being good".

Preventative methods for managing negative behaviour

Here at Creggan PS we are also firm believers of preventative methods of managing and avoiding negative behaviour, particularly behaviour towards peers. To prevent negative behaviour towards peers we use 'Wheel of Choice,' and 'Anti-Bullying Cartoons.'

Monitoring & Evaluation

Monitoring the effectiveness of the Positive Behaviour Policy is the responsibility of the Safeguarding Team. This Positive Behaviour Policy will be revisited annually and updated as appropriate every 3 years. It will be reviewed by the Safeguarding Team in consultation with all staff, pupils, parents, and Governors and will also be surveyed to gauge opinions on the effectiveness of the policy. After this consultation the reviewed draft policy will be brought to the Board of Governors for approval.

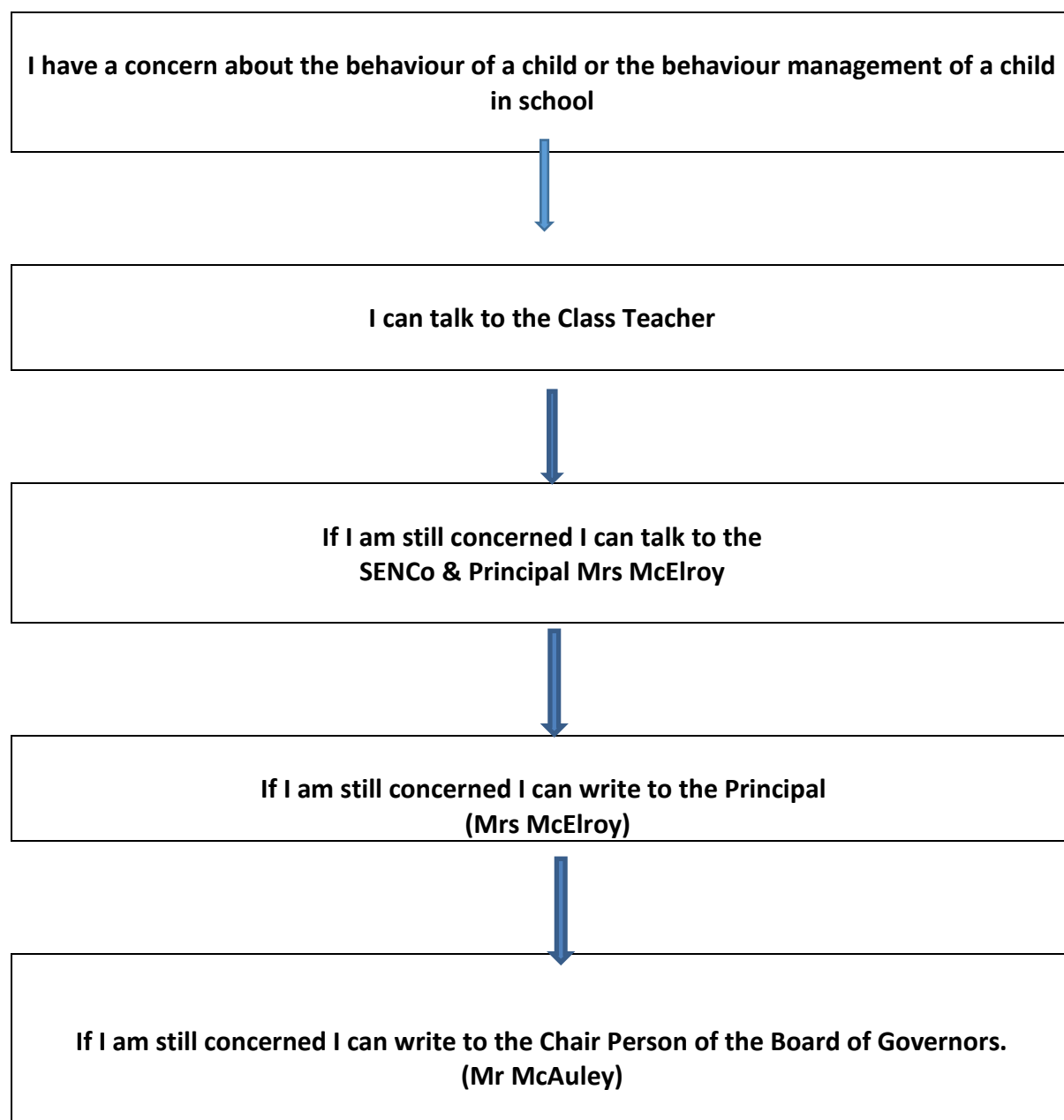
[Link to Special Educational Needs Code of Practice](#)

Social, Behavioural, Emotional and Well-Being (SBEW) is identified as one of the overarching SEN categories in the SEN Code of practice. (Draft 2022) A pupil may be placed on the SBEW Code of Practice when a class teacher recognises a behaviour difficulty and where normal classroom management strategies are not effective.

Review of the Policy

The School Council has played an active role in the formulation of this Policy. They have agreed to the enclosed Code of Conduct. Implementation of the policy will include consultation with staff, parents and Board of Governors.

Procedures for Concerns



Links with other Policies

This Policy is integral to all school policies. It has key links with policies such as:

- Special Educational Needs
- Child Protection
- Anti-Bullying
- Attendance Policy
- Pastoral Care
- RSE
- Attendance

- Staff Code of Conduct

Policy Review

Parents, pupils and staff views are welcome on this policy which is reviewed annually by the Senior Leadership Team and Board of Governors to ensure it is fit for purpose, and a full update takes place every three years.

CODE OF CONDUCT

GOLDEN RULES

- | | |
|----------------------------|---|
| • We are gentle. | We don't hurt others. |
| • We are kind and helpful. | We don't hurt anybody's feelings. |
| • We listen. | We don't interrupt. |
| • We are honest. | We don't cover up the truth. |
| • We work hard. | We don't waste our own or other's time. |
| • We look after property. | We don't waste or damage things. |

SCHOOL RULES

- Wear our school uniform with pride
- Arrive and leave school on time
- Line up quickly and quietly when the bell rings
- Walk quietly at all times in the school building and dining hall.

CLASS RULES

Each class will work together to produce their own class rules/ Charters which allow the classroom to operate effectively within a safe, respectful, happy and busy learning environment. This is communicated to parents at the beginning of each academic year and signed by the pupil, teacher and parents.

Ways of Reinforcing Positive Behaviour

At Creggan Primary School, we believe that children should be encouraged to behave well and work hard. We use a number of positive consequences to do so. Whilst our aim is that children should work and behave well for the pleasure of the task, we recognise that rewards are sometimes necessary and appropriate. Listed below are some examples of the types of positive rewards used in school:

- Verbal praise (individual, group, class, school);
- Positive written comment in book or the use of stickers
- A quiet word of encouragement;

- Special mention in class or in assembly;
- Pupil of the Month/ Class rewards
- Attendance Awards
- 'Golden Time'

We believe it is essential that all children are able to receive positive encouragement and have a fair chance to enjoy the positive rewards listed above. Children's success, both in their work and behaviour, should be measured against their previous performance rather than against that of other children in their class.

Negative Consequences (Sanctions)

There may be occasions when a sanction is necessary to focus a child's thinking and to demonstrate to others that certain behaviour has been unacceptable. Appropriate sanctions will be applied according to the nature of the offence, the age of the child and any pattern of behaviour displayed by the child. It must be noted that a one-off lapse in conduct will not be dealt with in the same manner as a continuation of persistent, unacceptable behaviour. Listed below are some examples of misbehaviour and the range of consequences that can be implemented to deal with them.

Making Consequences appropriate to Misbehaviour

Examples of Low Level Misbehaviour	Range of Consequences
Talking out of turn Shouting out Leaving seat at the wrong time Not doing homework Not listening Not paying attention Distracting others Making noises Failing to keep on task Leaving work area untidy Pushing in the line Running in the corridors	First verbal reminder – Remain on Green. Complete homework the following night.
Examples of Moderate Level Misbehaviour	Range of Consequences
Disregarding adults within the school Persistently talking out of turn Persistently shouting out Persistently leaving seat at the wrong time Persistently not doing homework Persistently not listening Persistently not paying attention Persistently distracting others Persistently making noises Persistently failing to keep on task Persistently leaving work area untidy	Second Verbal Reminder – Move to Amber. (Children will have one more reminder after this before moving to red when the child will be sent to Pastoral Care Coordinator or Principal.) Thinking time. Moving seat. Loss of Golden Time as deemed appropriate by class teacher. The child may be sent to the Pastoral Care Coordinator or Principal if deemed necessary by the teacher. Home / School book may be initiated.

	Teacher may speak to Parent (s) informally in person or by telephone.
Examples of Serious Level Misbehaviour	Range of Consequences
Hitting / pushing / fighting Refusal to co-operate Stealing Physically/emotionally/verbally hurting someone (Bullying behaviour) Serious physical/verbal threat made to staff Displaying violence Leaving school without permission	Sent to the Pastoral Care Coordinator / Principal. Parents may be invited to a meeting or contacted by telephone. Consider referral to Educational Psychologist. Consider suspension/expulsion. Record action in Observation Books.

Monitoring & Evaluation

Monitoring the effectiveness of the Positive Behaviour Policy is the responsibility of the Safeguarding Team. This Positive Behaviour Policy will be revisited annually and updated as appropriate every 3 years. It will be reviewed by the Safeguarding Team in consultation with all staff, pupils, parents, and Governors and will also be surveyed to gauge opinions on the effectiveness of the policy. After this consultation the reviewed draft policy will be brought to the Board of Governors for approval.

Link to Special Educational Needs Code of Practice

Social Emotional and Behavioural 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 SEBD

Code of Practice for SEBD when a class teacher recognizes a behaviour difficulty and where normal classroom management strategies are not effective.

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