



*Creggan Primary School /
'Learning for Life'*

Creggan Primary School

Positive Behaviour & Discipline Policy

**Reviewed: March 2022
Review Date: March 2026**

Sean McAuley	05/03/2022
Chair of Board of Governors	Date
Karen McElroy	05/03/2026
Principal	Date

Creggan Primary School – Positive Behaviour 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.

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."

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, CRED 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.

PURPOSES

In our whole-school positive behaviour policy, we are seeking to:

- create an ordered and caring environment in which teachers can teach and pupils can learn;
- develop the pupils' sense of responsibility, self-esteem and foster self-discipline and respect for others and themselves;
- provide guidelines to promote positive behaviour in all areas of school life;
- provide guidelines to deal with unacceptable behaviour;
- have the endorsement and active support of parents.

PRACTICES

- The creation of a positive behaviour policy is based on the development of caring relationships among pupils, parents, teachers and non-teaching staff;
- It is also the result of consultation, careful planning, widespread support and is used by all;
- Staff will have training and development in line with the school's strategic plan;
- This policy will be monitored, evaluated and reviewed annually by the Senior Leadership Team and Board of Governors.

ROLES AND RESPONSIBILITIES

(Supplemented by Appendix A)

1. The Role of Governors

Governors will:

- have overall responsibility for ensuring a positive behaviour policy is in place;
- set down general guidelines on standards of discipline and behaviour;
- review their effectiveness;
- support the Principal in carrying out these guidelines.

2. The Role of the Principal

The Principal is responsible for:

- implementing the school positive behaviour policy consistently throughout the school;
- reporting to governors on the effectiveness of the policy;
- ensuring the health, safety and welfare of both staff and pupils in the school;
- keeping records of all reported serious incidents of misbehaviour;
- giving fixed-term suspensions to individual children for serious acts of misbehaviour;
- expelling a child for repeated or very serious acts of unacceptable behaviour.

In the case of suspension or expulsion, these actions are only taken in accordance with the employing authorities guidelines and after the school governors have been notified.

3. The Role of the Pastoral Care Coordinator

The Pastoral Care Coordinator is responsible for:

- supporting the principal in ensuring this policy is implemented consistently by all staff members;
- advising all staff members of their roles and responsibilities with regards to supporting the school's positive behaviour policy;
- monitoring the pupil behaviour records at the end of each term;
- reviewing the effectiveness of this policy and setting fresh goals if required as part of the Leadership Team.

4. The Role of the Class Teacher

Teachers will:

- provide a challenging, interesting and relevant curriculum;
- set tasks that enable all pupils to regularly achieve success;
- maintain high, realistic expectations of pupils;
- be consistent and fair;
- treat all children with respect and understanding;
- liaise with SENCO and external agencies to support and guide the progress of each child e.g., CAHMS team, Psychologist etc..
- implement the Golden rules;
- praise pupil's achievement as often as possible;
- reward good behaviour in and out of the classroom.

5. The Role of all Staff – teaching and non-teaching

Staff will:

- be good role models;
- create a safe and pleasant environment both physically and emotionally;
- form positive relationships with all stakeholders;
- recognise and value the strengths of all children;
- treat all children fairly and with respect;
- use positive rather than negative language to communicate expectations and feedback to pupils;
- praise or reward disrupting pupils as soon as acceptable behaviour is observed.

6. The Role of Pupils

Pupils have the right to be taught effectively in a proper environment, to experience a well-balanced curriculum and to be treated positively and fairly.

We expect our pupils to:

- be co-operative and well mannered;
- respect others and to contribute positively to school life;
- to consider the effects of their actions on others;
- be familiar with school rules, class rules and the Golden Rules - and the implications of above codes for their behaviour.

7. The Role of Parents

Parents have the right to adequate information, to be listened to and to know that their children will be safe, secure and properly taught.

In return we expect parents to:

- be aware of and support the school rules, class rules and the Golden Rules with respect to positive behaviour.
- ensure their child attends school regularly and punctually;
- show an interest in all their child does in school and see that all homework is completed;
- encourage independence and self-discipline;
- meet with staff when necessary;
- support the school policies;
- ensure their child is in proper uniform.

8. Responsibilities of all

Everyone should:

- work together and focus on the positive rather than the punitive side of discipline.

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

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| • 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.

APPENDIX A

Rights of Pupils	Responsibilities of Pupils
To feel safe and secure within the school environment which has a Rights Respecting ethos. To be valued equally and to be treated with respect. To receive an appropriately planned education and resourced curriculum. To be acknowledged for effort and achievement in their classwork and homework. To be positively affirmed for abiding by the school's code of conduct. To be listened to sympathetically. To have opportunities to pursue and develop interests, talents and abilities.	To come to school on time and to be suitably prepared. To show respect for people and property – both inside and outside the school. To behave in a safe and responsible manner. To co-operate with teaching and non-teaching staff and with peers. To ask for help when experiencing difficulties.
Rights of Parents	Responsibilities of Parents
Parents are entitled to expect that: Their child will be educated in a safe and caring environment. Their child will be provided with a broad, challenging and appropriate curriculum. They will be informed about school rules and procedures. They will be informed about their child's physical and emotional well-being. They will be regularly informed about their child's academic performance. They will be involved in key decisions about their child's education. Their child will be taught in a well-resourced and well maintained classroom. They will have reasonable access to school and staff.	Parents have a responsibility to: Ensure that their child attends school regularly and punctually and is collected by an adult if their child is P.3.or below. (Appendix D.) Support school staff by encouraging their child to abide by the school rules. Ensure that necessary books /resources are brought to school. Ensure homework is completed satisfactorily. Show interest in school work, meetings and functions. Inform school of changes in home circumstances where they impact on their child's ability to perform well at school. Inform the school of their child's special medical needs. Encourage independence in their child.
Rights of Non-Teaching Staff	Responsibilities of Non-Teaching Staff
To be valued as members of the school community. To be treated fairly and with respect by pupils and all members of the teaching staff. To have adequate facilities and resources to enable staff to perform their duties effectively. To be well informed about school rules and procedures. To have opportunity to contribute ideas and have them taken into consideration when decisions concerning the smooth running of the school are being taken.	To come on time, well-prepared for the day ahead. To co-operate with colleagues and teaching staff. To act in ways which aim to secure the safety of all pupils at all times. To share with teaching staff and Senior Leadership Team any concerns they have about pupils. To be aware of school rules and procedures. To handle sensitive information in a confidential manner at all times. To seek support from colleagues and Senior Leadership as and when required.

Rights of Teachers	Responsibilities of Teachers
To work in an environment where the rights of all are respected. To play a constructive role in policy making. To express their views freely. To have adequate and appropriate resources and accommodation. To have a suitable career structure and opportunities for professional development. To have positive support and advice from colleagues and external bodies. To feel valued.	To behave in a professional manner at all times. To prepare and resource lessons thoroughly, taking the ability and aptitude of pupils into account. To show interest and enthusiasm in pupils' work and learning. To expect high standards and to acknowledge effort and achievement. To ensure that class work and homework are appropriately marked. To share with parents any concerns about their child's progress and development. To recognise the individuality of each pupil and listen to their concerns.

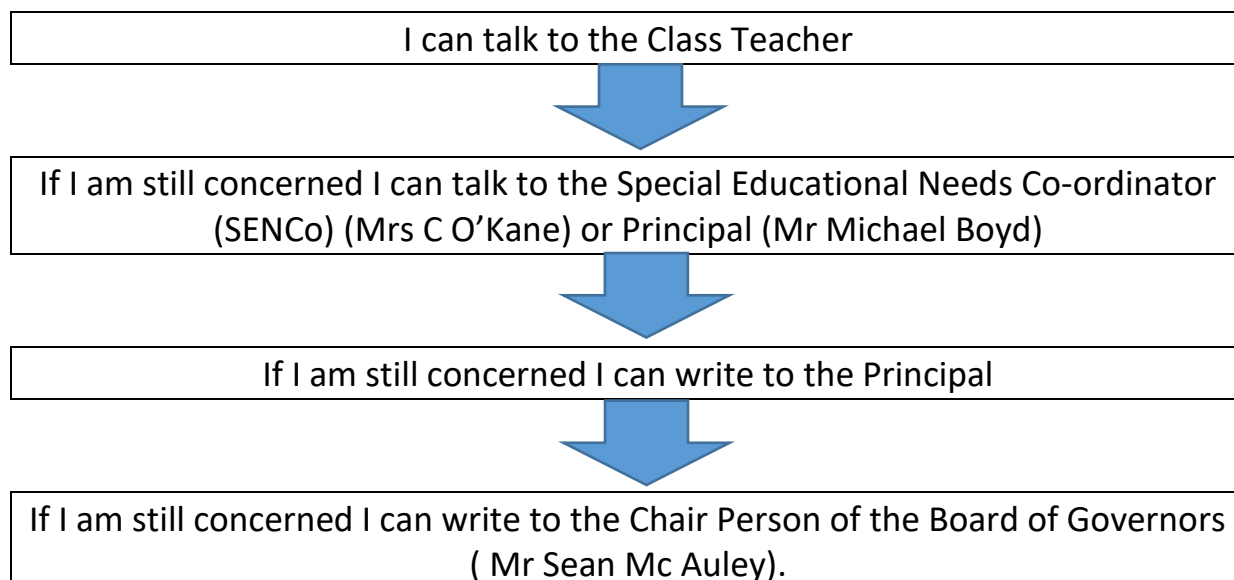
Monitoring & Evaluation

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.

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