

Pond Park
Primary School



Ut Omnes Curemus - We Care For All

POSITIVE BEHAVIOUR POLICY

MARCH 2026

Positive Behaviour Policy

Introduction

Legal Background

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

1998 Education (NI) Order, Article 3

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

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

Why do we need an Effective Positive Behaviour Policy?

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

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

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

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

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Mission Statement and Values

Mission Statement:

Pond Park Primary School aims to provide a secure, caring environment which will maximise each child's potential and promote his/her personal development. The school places equal emphasis on pastoral care and academic progress.

Policy Outcomes

With the help of this policy we aim to:

- provide a safe and caring environment for everyone who attends our school - pupils, staff, governors, volunteers and visitors included;
- raise awareness of the importance of good discipline and how it can contribute to success;
- ensure consistency of standards of expected behaviour throughout the school;
- provide reasonable adjustments for those pupils with additional learning needs; and
- provide an atmosphere within which staff and children feel secure and comfortable in order to make the most of their teaching and learning experiences.

Core Values

The principles of this policy are based around the following values which we endeavour to adopt at all times:

As a whole school we are:-

- Caring
- Dedicated
- Honest
- Inclusive
- Loyal
- Progressive
- Respectful
- Safe

These values underpin every policy document and are central to the ethos of the school.

Statement of Principles

The Staff and Governors of Pond Park Primary School believe that:-

- The core values are the basis upon which we promote and encourage positive behaviour from all members of the school community.
- All staff and pupils have the right to work and/or learn within a safe and secure environment, therefore bullying behaviour of any kind to any member of our school community is completely unacceptable and will have serious consequences.
(Safe)
- All staff and pupils have the right to high quality teaching and learning which is part of a lifelong process. We will strive to ensure that standards of behaviour are such that this can be achieved.
(Safe, Inclusive, Dedicated)
- All members of the school community should endeavour to be considerate towards the learning needs of each individual and supportive of the school as a progressive learning community.
(Loyalty, Respect, Caring, Dedicated, Inclusive)
- All members of the school community will have the opportunity to have their views listened to and responded to.
(Respect)
- All members of the school community should endeavour to understand and accept the principles upon which the Behaviour Policy is built and should strive to demonstrate commitment and adherence to all school policies
(Loyal, Dedicated, Respectful)
- The ideas and principles of the policy are open to regular review in order to stay relevant and in keeping with the changing demands of the school environment.
(Progressive)
- All school staff should aim to model positive behaviour and promote it through the active development of pupils' social and emotional behaviour skills.
(Dedicated)
- Everyone within the Pond Park Primary School Community should endeavour to be positive ambassadors for the school on, for example, school trips, work placements, sports events and journeys to and from school.
(Dedicated, Loyal)

Rights and Responsibilities

This list of rights and responsibilities is by no means exhaustive and has been trimmed down in order to make it appropriate to positive behaviour and conduct.

Staff

Staff have the right to...	Staff have the responsibility to...
<ul style="list-style-type: none"> ▪ Work in an environment where common courtesies and social conventions are respected. ▪ Express their views and 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. 	<ul style="list-style-type: none"> ▪ Behave in a professional manner at all times. ▪ Promote positive behaviour ▪ 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 where appropriate. ▪ To support, praise and, as appropriate, reward pupils' good behaviour. ▪ To apply sanctions fairly, consistently, proportionately and reasonably, taking account of individuals and circumstances. ▪ Expect high standards and acknowledge effort and achievement.

Pupils

Pupils have the right to...	Pupils have the responsibility to...
<ul style="list-style-type: none">▪ Be valued as members of the school community.▪ Get help when they seek it whether with work or with bullying or other personal issues and to have a sympathetic audience for their ideas and concerns, where appropriate.▪ 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.▪ Work and play within clearly defined and fairly administered codes of conduct.	<ul style="list-style-type: none">▪ Arrive at school on time, wearing the correct uniform, with homework done, and suitably equipped for the day ahead.▪ Respect views, rights, and property of others, and behave safely and appropriately both in and out of class.▪ Co-operate in school with the teacher/assistants/supervisors and their peers.▪ Work as hard as they can.▪ Conform to the conventions of good behaviour and abide by class charters and school code of conduct.▪ Accept ownership for their own behaviour and learning.▪ Co-operate and abide by any processes set in place to improve their own or others' behaviour.

Parents/Carers

Parents/Carers have the right to...	Parents/Carers have the responsibility to...
<ul style="list-style-type: none">▪ A safe, well-managed and stimulating environment for their children's education.▪ Reasonable access to the school and to have their enquiries and concerns dealt with sympathetically and efficiently as far as is reasonable.▪ Be well informed about their child's progress and prospects.▪ Be well informed about the school's rules and procedures.▪ Be involved in key decisions regarding their child's education.	<ul style="list-style-type: none">▪ Ensure their child attends school regularly and arrives on time, wearing the correct uniform, 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 work and where possible provide support at home.▪ Act as positive role models for their child in their relationship with school.▪ Attend planned meetings with teachers.▪ Support school policies.▪ Provide school with any background information which may affect their child's behaviour.

Desirable and Undesirable Behaviours

It is appreciated that some rules may be very general in nature and difficult to understand how they manifest themselves in the daily running of the school.

This section may help parents and pupils to know what type of actions are classified as 'Positive Behaviour'. The following is a list of what the staff, pupils and parents of Pond Park Primary School deem as desirable and undesirable behaviour. (The list is by no means exhaustive!)

Desirable and Undesirable Behaviour List (Examples)

Desirable	Undesirable
<ul style="list-style-type: none"> ▪ Saying 'Please' and 'Thank You'. ▪ Being a good sport. ▪ Treat others as you would like to be treated yourself. ▪ Opening doors for people. ▪ Keeping the school tidy by putting litter in bins, keeping classrooms organised and taking care of property. ▪ Helping to carry someone's bags if they perhaps have too many. ▪ Helping younger/more vulnerable pupils. ▪ Telling the truth. ▪ Admitting any mistakes. ▪ Being a good listener. ▪ Following instructions. ▪ Always doing your best. ▪ Sharing. ▪ Taking part in the lessons. ▪ Respecting property and others' views and opinions. ▪ Showing an awareness of safety for self and others. ▪ Including others. 	<ul style="list-style-type: none"> ▪ Stealing. ▪ Treating people unfairly. ▪ Intimidation. ▪ Telling lies. ▪ Shouting at others and other types of verbal aggression. ▪ Displaying a poor attitude to staff and peers. ▪ Expressing bad temper. ▪ Talking behind people's backs. ▪ All forms of bullying. ▪ Violence and aggression. ▪ 'Can't be bothered' attitude. ▪ Being unprepared for lessons/activities. ▪ Negative attitude. ▪ Bad language. ▪ Rough play. ▪ Inappropriate physical contact. ▪ Huffing/sulking. ▪ Disrupting others.

Class Charters

At the start of each academic year, pupils in each class draw up their own Class Charter along with the class teacher. We believe that each pupil should have a say in their own Class Charter and we will continue to have agreed individual Class Charters that run alongside our Code of Conduct which sets out expectations for pupils. As the ethos of the school is evident in every class these charters all help maintain the high expectations we have in Pond Park Primary School, whilst using language appropriate to the children's age.

These Class Charters set out the expected behaviour and responsibilities needed within the class to allow pupils to:

- Be Safe
- Be Happy
- Be able to learn

Class Charters remain on display in the classroom and provide a reminder of the high expectations within school.

School Code of Conduct

In the interests of safety, well-being and social development of the children, we expect all pupils to observe the following Code of Conduct.

General

1. All pupils should wear school uniform.
2. Pupils should be in school and ready to start lessons by 9.00 am.
3. Pupils should show care and consideration for others and their property at all times.
4. Bullying either by physically striking or insensitive name-calling is not permitted either in or en route to/from school.
5. Bad language is unacceptable at all times.
6. Mobile phones or electronic devices should not be brought to school by pupils.
7. Bicycles/scooters should not be ridden within the school grounds. Before coming to school on a bicycle/scooter, a cycle/scooter permit should be completed by a parent/guardian via the link in the 'Parent Area' on the school website.

Rules for Moving Around the School

1. We follow the teacher or Line Leaders in quiet lines. The children at the front of the line hold open the doors for the rest of their class.
2. No running.
3. We walk sensibly at all times.
4. We walk on the left in the corridor and on the stairs.
5. If the fire bell rings, we walk safely and calmly when exiting the building.
6. If you see an adult coming, give way or hold the door.
7. Older children always give way to younger children.
8. Don't cause danger with your belongings.
9. Don't drop litter and if you see some, pick it up.
10. Always wipe your feet when coming inside the school.

Break and Lunch Time

1. Show good manners at all times to everyone; speak politely and be respectful to everyone.
2. Behave safely, walk calmly, no running.
3. Sit correctly; eat sensibly; enjoy a chat but keep the noise level sensible - use inside voices.
4. Remain in your seat unless going to the bin or serving hatch.
5. Sort all rubbish into the correct bins.
6. Make healthy choices.
7. If something is wrong, speak to the supervising adult.
8. Ask permission if you need to leave the room.
9. Please ensure that you have been to the toilet before going out to play.

In the Playground

1. Stay in the area of the playground which is for your class/year group.
2. Do not exclude anyone from games; seek adult help if needed.
3. Share any equipment fairly; nobody can have more than one item; use equipment properly and safely.
4. Play games according to the agreed rules; play fair and no cheating.
5. Speak kindly and nicely to each other.
6. Use careful hands and feet.
7. Stay away from muddy/dirty/dangerous areas.
8. Stop playing and tidy away equipment as soon as you are asked.
9. Line up in a straight and quiet line when the bell or whistle goes without touching anyone else.
10. Try to make sure no-one is playing alone unless they wish to. School Councillors/Buddies will monitor the Friendship Station.
11. Cones marking out the playgrounds should not be touched.
12. No climbing on the fence or basketball posts.
13. The area around the back of school is out of bounds during play time. Children must make their way directly from the Dining Hall to the playground.

Behaviour Monitoring System

It is our aim to promote supportive relationships in school where pupils will be encouraged to make independent and responsible choices. Additionally, being able to appreciate and understand the consequences of making poor choices and how they can affect yourself and others is an important part of promoting positive behaviour moving forwards. The pastoral relationships between teachers and pupils will be at the heart of promoting positive behaviour in school.

Incidents of undesirable behaviour will be addressed using a hierarchy of seriousness involving the class teacher(s), Heads of Key Stage and Senior Leadership as deemed necessary.

<p>Level 1 – Class Teacher</p>	<ul style="list-style-type: none"> ▪ Teasing/name-calling ▪ Pushing/Shoving ▪ Leaving seat ▪ Talking when an adult is talking in class ▪ Disrupting the class ▪ Distracting others ▪ Avoiding/refusing to complete classwork ▪ Careless with school equipment/property ▪ Running in the corridors ▪ Arguing with other pupils ▪ Rough play (play fighting etc) ▪ Ignoring instructions from staff ▪ Being disrespectful ▪ Forgotten homework
<p>Level 2 – Head of Key Stage</p>	<p>Any persistent Level 1 behaviour which has already been addressed by the class teacher</p> <ul style="list-style-type: none"> ▪ Fighting/Physical Violence ▪ Use of bad/inappropriate language ▪ Vandalism of school property/property of others ▪ Repeated disrespect towards adults in school ▪ Refusing to carry out instructions as directed by a member of staff ▪ Actions that endanger others ▪ Leaving the classroom/school without permission ▪ Inappropriate/sexualised behaviour ▪ Telling lies in relation to an incident ▪ Any behaviour identified as ‘Bullying Type Behaviour’ in line with the school Anti-Bullying Policy.
<p>Level 3 – Vice Principal / Principal</p>	<p>Any persistent behaviour which has already been addressed by the class teacher and Head of Key Stage at Level 2.</p> <ul style="list-style-type: none"> ▪ Dangerous Defiance – where refusal to carry out instructions has been a danger to themselves/others ▪ Putting themselves or others at serious risk of harm ▪ Use of racist language ▪ Use of offensive language ▪ Verbal/Physical abuse of a member of staff ▪ Spitting at others ▪ Biting ▪ Leaving the classroom/playground/supervised area without permission ▪ Intimidating others through language or actions ▪ Serious physical violence ▪ Continued behaviour identified as ‘Bullying Type Behaviour’ in line with the school Anti-Bullying Policy.

Consequences

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

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

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

<p>Level 1 – Class Teacher</p>	<ul style="list-style-type: none"> ▪ Non-verbal communication (look/direction to focus attention) ▪ Verbal communication by class teacher/classroom assistant/supervising adult as appropriate ▪ Thinking Time ▪ Pastoral/Reflective conversations ▪ Persistent behaviour (3 times or more within the school day results in movement to area/another classroom to work. ▪ Move of seats within the classroom ▪ Moved in class line ▪ Loss of privilege such as playpark time, court time or other appropriate privilege. ▪ Phone call home to parents for persistent behaviour ▪ Break-time reflection area (one-off)
<p>Level 2 – Head of Key Stage</p>	<ul style="list-style-type: none"> ▪ Phone call home to parents ▪ Time spent with Head of Key Stage to support/restore/reflect ▪ Pastoral Intervention ▪ Withdrawal of privilege ▪ Breaktime reflection area (for defined period) ▪ Completion of reflection sheet
<p>Level 3 – Vice Principal / Principal</p>	<ul style="list-style-type: none"> ▪ Use of Daily Report Card ▪ Withdrawal of privilege eg representing school team/buddying etc ▪ Meeting arranged with parents/guardians to discuss moving forward ▪ Debarment ▪ Suspension ▪ Expulsion

It should be noted that each child's behaviour will be considered as part of a larger picture when determining the consequence or reward. Staff will use their professionalism in the distribution of appropriate rewards and sanctions.

Foundation Stage

In the Foundation Stage, many pupils are new to school and are learning how to be part of a community. Behaviour is supported through a relational, developmentally appropriate approach. FS staff model and reinforce expected behaviours using consistent routines, positive relationships, discussion, and reflection, considering each child's age and needs. Pupils are guided to understand behaviour, emotions, and the impact of their actions. While rewards are used, the focus is on fostering positive relationships and helping pupils develop pride, belonging, and responsibility for their behaviour.

Time Out

The school will use 'Time Out' at break/lunch and in the playground environments as an immediate action when required for the safety of a child and others in the playground. This allows teachers/supervisors the opportunity to provide a space for a child to 'cool down' if an incident occurs before the issue can be addressed by the class teacher upon return to class.

Class Time

Each class has its own Class Charter and as a school we use a Strike System in each class if children do not behave in line with their Class Charter. The Strike System gives pupils a warning for repeated disruptive behaviour before being moved to an alternative location to complete work.

If a child breaks one of the 'rules' on the Class Charter they are given their first 'strike'. If they break a 'rule' again they are given a second strike. If they are given a third strike they are asked to go to another teacher's room/work in the shared area for an appropriate length of time; this will be dependent upon the age of the child.

Positive Reinforcement and Rewards

Whilst we have a strict code of conduct in place it should be noted that it reinforces the running themes of the values and principles which underpin this policy.

Positive praise and reward is much more common in Pond Park Primary School than any Consequence.

Positive Reinforcement Strategies

Children's positive behaviour is rewarded in a range of ways. On any given day in any classroom or break period you will observe:-

- Children being verbally praised for good behaviour;
- 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, ie 'Wow Wall', House Points (P5-P7);
- 'Tiered' reward systems that reward on an individual, group, and whole class level;
- Golden Time;
- A visit to the Principal / Vice-Principal to be rewarded;
- A 'Star of the Week' prize;
- Individual mention at Assembly.
- Superkid Award

Incident Books

Whilst this is a 'Positive' Behaviour Policy where desirable behaviour is praised and rewarded, pupils must also be aware that negative behaviour and poor choices carry consequences.

The Incident Book is a consistent method of monitoring any negative behaviour at any point during the school day, or indeed any behaviour which negatively affects the school experience of other members of the learning community, which continues into school. These running records are maintained by class teachers and will be retained throughout a child's life in school.

This will ensure that any serious incidents are kept on file for future reference and can be produced in any event where it is necessary to involve parents or 'external agencies'.

Pupils Experiencing Difficulty - Managing their Behaviour

On occasions there will be pupils who struggle to manage their behaviour and who do not respond to the whole-school strategy.

Where possible we attempt to help them cope, taking an individual approach to their behaviour by making a daily monitoring diary, based not on sanctions but on rewards, for managing control of their less desirable behaviours.

The format of these diaries changes from class to class and is designed individually to suit the age and needs of the child in question. These will be used for a predetermined period of time.

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

They will almost always be accompanied by a home-school behaviour diary.

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

Reduced Timetable

When school feels that the length of the school day is overwhelming/not appropriate, a reduced timetable may be considered. This will often be done in conjunction with an Individual Risk Assessment to ensure the wellbeing and safety of all pupils and staff.

Supporting Pupils with SBEW Needs

On occasions, some pupils may struggle to respond to the whole school behaviour strategy because of their Social, Behavioural, Emotional and Wellbeing Needs (SBEW) and/or Special Educational Needs and Disabilities (SEND). They may have immature social skills, exhibit stress and anxiety, feel a sense of failure and/or find it difficult to relate to others.

Following nurture principles and trauma-informed practice, in a safe, predictable, relational environment, is vital when supporting the SBEW needs of all pupils. The **4Rs** of trauma informed practice are at the core of how pupils are supported, as school staff:

- **Realise** the impact adverse childhood experiences (ACEs) and trauma can have.
- **Recognise** that a pupil may be experiencing stress and anxiety and exhibiting signs of trauma.
- **Resist re-traumatisation** by using interventions that reduce tension.
- **Respond** in a consistent manner, understanding and supporting wellbeing and a sense of belonging in the school community.

The **6 Principles of Nurture** form the basis of the support given in school:

1. Pupil's learning is understood developmentally.
2. The classroom offers a safe base.
3. The importance of nurture for the development of self-esteem.
4. Language is a vital means of communication.
5. All behaviour is communication.
6. The importance of transition in our pupil's lives.

Our Whole School Educational Provision Map outlines strategies to support all pupils with SBEW needs; the Special Educational Provision Map outlines additional strategies to support pupils with SBEW needs at Stages 1, 2 and 3 of the Code of Practice. School staff, supported by the Learning Support Co-Ordinator (LSC), will implement the Special Educational Needs Policy and be guided by an individual pupil's needs and specific strategies in place to support them, as outlined in their Personal Learning Plan (PLP) and, where relevant, their Statement of Special Educational Needs.

Reasonable adjustments may be made:

- Additional adult assistance during break and lunch time
- Preparing pupils in advance for changes in routine
- Using visual timetables
- Using social stories
- Adapting resources and activities during the school day
- Spending time in the Sensory Lounge or a Calm Corner
- Using Sensory Circuits or sensory toolkits
- Providing opportunities, time and space for a pupil to regulate, relate, reason and restore
- Implementing a Calm Plan
- Creating a Social, Behavioural, Emotional Wellbeing Plan
- Completing a Risk Assessment and, if appropriate, developing a Risk Reduction Action Plan
- Play Therapy, Let's Talk, Counselling
- Accessing support from EA SEND Support Services eg SEND Central Advice and Guidance, request for involvement from Local IMPACT Team (LIT)
- Accessing support from Educational Psychology
- Liaising with external agencies eg RISE NI, CAMHS, Family Support Hub

Severely Disruptive Behaviour

If a child's misbehaviour is frequent and/or extreme then they will be referred to the school's Senior Leadership Team and appropriate action will be taken. **This could include removal from the school.**

Referral to the Senior Leadership Team will normally involve:-

For children in P1 and P2:	Head of Foundation Stage:	Miss J Patterson
For children in P3 and P4:	Head of Key Stage One:	Mrs R Williams
For children in P5 - P7:	Head of Key Stage Two:	Mrs L Scoffield

Further/extreme incidents will normally involve referral to the Vice-Principal – Mr E McCleery and/or the Principal- Mr G Cherry.

Any child who verbally or physically abuses a member of staff may well be sent home from school immediately.

Consequences

The consequences that the Senior Leadership Team can use include:

- Reflection Period at Break/Lunch
- Debarment from school
- Suspension
- Expulsion

Normally these are applied in order of severity, but they may be by-passed in extreme cases. We apply these sanctions following agreed procedures and usually only when other efforts have failed to make a real improvement in a child's behaviour.

Debarment

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

Debarment means that the child will be sent home at the earliest opportunity for collection by the child's parent(s), or by someone designated by them to collect their son/daughter. The responsibility for care is thereby returned to the parent(s) for the remainder of the school day. In normal circumstances we would expect the child to return to school the following day.

Suspension

The school may suspend children in cases of extreme or repeated serious behaviour in accordance with the EA and Department of Education policies. We regard suspension as a very serious sanction which will normally only be used when other available strategies have failed to modify extremes of behaviour. The school reserves the right in exceptional circumstances and in accordance with Board policy, to suspend a child immediately from the school.

Formal Disciplinary Actions

Withdrawal from Class by Principal/Vice-Principal

This sanction is applied for offences that warrant a serious sanction, but do not warrant suspension from school. The pupil is withdrawn from daily class routine to complete work set by their teacher. It will be employed to give pupils a chance to reflect upon their actions and attitudes. Parents are informed about the withdrawal and it is emphasised that continued unsatisfactory behaviour will have more serious consequences.

Debarment

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

Debarment means that the child will be sent home, at the earliest opportunity for collection by the child's parent(s), or by someone designated by them to collect their son/daughter. The responsibility for care is thereby returned to the parent(s) for the remainder of the school day. In normal circumstances we would expect the child to return to school the following day.

Formal Oral Warning

A Formal Oral Warning is given to a pupil (where appropriate) by the Principal/Vice-Principal in the presence of his/her parents and will form the first stage of formal disciplinary proceedings. It will normally be given alongside other sanctions

Formal Written Warning

A Formal Written Warning is given to a pupil, where appropriate, by the Principal (or Vice-Principal if standing in for the Principal), in the presence of his/her parents and forms a stage before suspension. It will normally be given alongside other sanctions

Suspension

For very serious misconduct or repeated misconduct where other sanctions have not been effective, the Principal (or Vice-Principal if standing in for the Principal), may suspend a pupil from school. Suspensions vary in length from one to five days. A pupil will not be suspended for more than 45 days in any one school year.

There are circumstances when a pupil may be suspended for precautionary or investigative reasons. Under these circumstances, suspension will not be recorded as a disciplinary sanction unless it is warranted.

Expulsion

It is envisaged that the permanent expulsion of a pupil by the Principal would only happen as a result of repeated suspensions or the most serious breach of school discipline.

Consistency of Approach

To ensure consistency of application, regular meetings are held between Supervisors, Classroom Assistants, Class Teachers, the Vice-Principal, the Principal, and the Leadership Team.

The procedures are regularly discussed and kept under regular review.

Training and Professional Development of Staff

The school will provide training and development for the teaching 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.

Monitoring and Reviewing Procedures

In line with guidelines set out in DENI publication *'Pastoral Care: Promoting Positive Behaviour'* 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.