



Pond Park
Primary School



Ut Omnes Curemus - We Care For All

POSITIVE BEHAVIOUR POLICY

SEPTEMBER 2021

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 (and Assertive Discipline) 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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1.0 Mission Statement and Values

1.1 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.

1.2 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; 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.

1.3 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.

2.0 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)

3.0 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.

3.1 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.

3.2 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.

3.3 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.

4.0 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!)

4.1 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.

5.0 The 'Golden Rules'

In **January 2018**, P4 – P7 pupils were consulted on what rules they felt were important in the following areas:-

- Moving Around School
- Classrooms
- Dinner Hall and Break/Lunch in Classrooms
- Playground

Each year-group carried this out as part of their PDMU lessons over the period of a week. Their suggestions were then brought by the School Council representatives and combined into a short list of rules for each area. This list was then reviewed with parents and staff.

5.1 Introduction of the Golden Rules

The pupils' rules for each of the above areas were introduced to the whole school via Assemblies.

The rules will be posted in prominent places around the school as reminders.

5.2 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 a 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.

5.3 Classroom Charter

As part of being a Rights Respecting School we have, for a number of years, made individual Class Charters to manage behaviour in the classroom. After consultation with children and staff we still believe that each pupil should have a say in their own Class Charter and we will continue to have agreed individual Class Charters instead of one set of rules for each class throughout the school. 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. Parents are made aware of this charter at Parents' Night in September each year.

5.4 Rules for Dinner Hall and Break/Lunch in Classrooms

5.4.1 General

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

5.4.2 Dinner Hall

1. Help to clean up at your own table, even if it is not your mess;
2. Shared items are everyone's responsibility, ie vinegar;
3. Line up in a safe and mannerly way;
4. No queue jumping or keeping spaces;
5. Line up where supervisors ask;
6. Carry your plate etc carefully;
7. Put your hand up and wait for a supervisor if you need something.

5.4.3 Break/Lunch in Classrooms

1. Try to eat all of your lunch but if not take your leftovers home to show your parents;
2. Try to make sure everyone who wants company has some; nobody likes to eat alone;
3. Choose a seat and stay in it;
4. Do not move from room to room;
5. Use classroom sinks for water;
6. Place rubbish in the correct bin at end of lunch;
7. Help each other tidy the floor and desks in the area where you have been sitting before you leave.

5.5 Rules for the Playground

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

5.6 Rules for Assembly/Hymn Practice

Children must arrive, sit and leave the Assembly Hall quietly.

6.0 Behaviour Monitoring System

6.1 Outside of Classroom

Yellow Cards

You will most likely get a yellow card (warning) for the following:

- Rough play (toy fights, pushing/pulling etc);
- Leaving people out of games;
- Ruining other people's games;
- Not carrying out instructions from staff;
- Taking too long to line up;
- Disruptive behaviour during line up;
- Leaving the playground without permission;
- Hanging around inside cloakrooms/toilets;
- Dropping litter.
- Running in the corridor.

This is not an exhaustive list and staff may issue yellow cards for other reasons.

Note: A yellow card will normally result in 'Time Out' within a playtime period. This card will stay with the pupil for a rolling period of 5 school days. Another offence within this period will result in a Red Card. If the period elapses without further offence, then the card is removed.

Red Cards

You will most likely get a red card for the following:

Fighting

Bullying

Disrespect to staff

Damaging property

Causing danger to people (including staff)

Bad language

2 yellow cards

Staff can give immediate red cards for any offence which they see as serious- it does not need to be on the above list.

Red Cards result in a loss of playtime for one or more days depending on the incident.

Note: A red-card will normally result in removal of playtime or privileges for the pupil concerned for one or more days depending on the level of danger/severity. Any red card offence will be recorded in the **Incident Book**.

6.2 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 looks different visually in individual classes but is administered consistently throughout the school.

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 for an appropriate length of time; this will be dependent upon the age of the child. If a child has had to be removed after receiving a third strike, parents will be informed.

7.0 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 SANCTION.

7.1 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 to be rewarded;
- A 'Star of the Week' prize;
- Individual mention at Assembly.

8.0 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 and sanctions.

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. Whilst non-teaching staff have the authority to refer serious incidents these folders 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'.

9.0 Hierarchy of Rewards and Sanctions

Rewards and Sanctions 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.

Pupils are taught from an early stage that they must take responsibility for their own behaviour and are made aware that they have the CHOICE to behave in a positive or negative fashion. Positive behaviour will carry a reward and negative behaviour will carry a consequence; which one they opt for is their CHOICE.

At all levels (classroom, playground, dinner hall, school trips, etc) rewards and sanctions are distributed within a hierarchy and are delivered as consistently and appropriately as possible with the reward/sanction 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 should expect as a reward/consequence of their behaviour.

9.1 Hierarchy of Rewards

Behaviour Displayed (In no particular order)	Likely Rewards (In no particular order)
<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"> ▪ Quiet verbal praise. ▪ Public verbal praise. ▪ Award in line with class system ▪ Class sticker or certificate. ▪ Random spot prize from any staff member. ▪ Superkid Award ▪ Star of the Week Certificate. ▪ Principal's Prize. ▪ Official letter of praise home to parents. ▪ House Points (KS2)

9.2 Hierarchy of Sanctions

Behaviour on Display	Sanctions
<ul style="list-style-type: none"> ▪ Talking out of turn. ▪ Shouting out. ▪ Leaving seat at wrong time/being where you shouldn't be. ▪ Not being properly prepared with the right equipment. ▪ Making inappropriate noises. ▪ Not paying attention. ▪ Distracting others. ▪ Not doing a homework. ▪ Negative attitude. ▪ Huffing/sulking. ▪ Bad manners. ▪ Using inappropriate language. ▪ Talking behind backs. ▪ Hitting/pushing. ▪ Giving cheek/bad attitude to ANYONE. ▪ Telling lies through fear. ▪ Deliberately telling lies. ▪ Stealing. ▪ Verbal aggression. ▪ Physical aggression/violence. ▪ Inappropriate physical contact. ▪ Wilful damage to any property. ▪ All forms of bullying / threatening behaviour which puts self or others in danger. ▪ Vaping/smoking. <p><i>Note: repetition or persistence in any of the above will increase the seriousness of the offence and thus the consequence.</i></p>	<ul style="list-style-type: none"> ▪ Directed 'look'. ▪ Quick verbal reminder. ▪ Targeted, specific verbal reminder. ▪ Use of assertive tone of voice (not shouting at a child). ▪ Moved in the line. ▪ Class system-based sanction eg loss of table points. ▪ Incident-specific activity/task. ▪ Withdrawal of privileges eg representing school at a sporting event. ▪ Letter of apology. ▪ Strike System. ▪ Time-Out in another classroom. ▪ Time-Out wall at break or lunch. ▪ Teacher/Pupil meeting. ▪ Involvement of Principal/ Vice-Principal. ▪ Placed on Daily Report Card. ▪ Parental consultation. ▪ SEN Intervention. ▪ Suspension. ▪ Expulsion. <p><i>Note: these sanctions are not 'matched' to behaviours and may be administered in a combination appropriate to the incident.</i></p>

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.

10.0 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.

11.0 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 to P2:	Head of Foundation Stage:	Mrs J Mulligan
For children in P3 to 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 will be sent home from school immediately.

Sanctions

The sanctions that the Senior Leadership Team can use include:

- Time Out at Break/Lunch
- Debarment from school
- Daily Report Cards
- 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.

Time Out Break/Lunch

The school will use 'Time Out' at break/lunch for a length of time deemed appropriate, based on the severity of an issue and/or frequency of misbehaviour.

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.

Daily Report Card

Daily Report Cards are issued by the Vice-Principal if other previous sanctions have not resulted in a change of behaviour. Daily Report cards will be used mainly for children who are regularly misbehaving and need close monitoring from both staff and parents. Parents will be informed before a child is placed on Daily Report and will be consulted before a child is removed from Daily Report.

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.

[Further detail on Formal Disciplinary Sanctions included in point 12]

12.0 Formal Disciplinary Sanctions

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.

13.0 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.

14.0 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.

15.0 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.