

Hamiltonsbawn Primary School



Positive Behaviour Policy

Reviewed and ratified 23rd October 2023

*To be reviewed on or before November 2026

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Positive Behaviour Policy

This policy has been devised in conjunction with *Governors*, staff, pupils and parents. It has been written for the benefit of the whole school community to help facilitate a positive approach to behaviour management at Hamiltonsbawn Primary School.

HAMILTONSBAWN PRIMARY SCHOOL MISSION STATEMENT

At Hamiltonsbawn Primary School we aim to create a calm, orderly and caring community where learning and teaching can take place. Each child will be encouraged to fulfil his/her intellectual, spiritual, physical, social and emotional potential.

Central to the creation of this environment is a commitment to Christian values, the recognition of the worth and value of everyone and the fostering of self-respect, so that everyone may accept his/her appropriate responsibilities and show respect for others and the environment.

At Hamiltonsbawn Primary School we aim to:

- Establish a community where all pupils, staff and parents are valued and enjoy a sense of belonging.
- Provide a stimulating, balanced curriculum that allows all pupils to be motivated and interested and to nurture the talents and abilities of all pupils.
- Create high standards of order and behaviour so that effective teaching and learning can take place.
- Model and foster a respect for the core values of honesty, tolerance, empathy, hard work, kindness and concern.
- Help children become well-mannered, courteous, tolerant and understanding of others.
- Prepare our pupils fully for the next stage of their lives and to promote the pupil's academic, emotional, physical, personal, mental, spiritual and social well-being.

- Ensure that parents are fully involved in the education and social development of their child while in school, through a constructive partnership, informing them of the school's positive behaviour policy procedures and to encourage their support in its implementation.
- Develop independent learning, thinking and problem-solving skills and to teach these skills and knowledge to all pupils so they can avail of the most suitable educational provision for them.
- Begin to develop the skills necessary to resolve conflict and differences of opinion with sensitivity e.g. through PATHS resources
- Create meaningful and challenging learning environments that provide opportunities for students to learn by experiencing.
- Promote pupils' self-worth and self-esteem by celebrating success and acknowledging progress.
- Hold high expectations for all, recognising that students learn in different ways and at different paces.
- Engage in a cycle of assessment, reflection and goal setting in order to support student achievement.

A Positive Approach

The principal and staff at Hamiltonsbawn Primary School believe firmly that effective learning cannot take place without a requisite standard of good behaviour. In the context of this school, good behaviour is defined as:

'Conduct which assists the school to fulfil its function, namely the full development of the potential of all its pupils.'

Conversely, unacceptable behaviour would be defined as conduct which prevents this, either when an individual prevents his/her own development

through inappropriate behaviour or when unacceptable conduct disrupts the development process for other members of the school community.

This policy outlines sanctions which will be imposed as necessary. A series of 'key' school rules and regulations will be clearly displayed, communicated and consistently applied throughout school (see **Appendix 1**). Praise and reward are fundamental in helping to prevent negative behaviours.

We wish to develop children's ownership of their decisions, their actions and consequences. We hope to train and guide children, in partnership with parents, to behave in a socially acceptable way to become responsible individuals and effective members of our community.

THE RIGHTS AND RESPONSIBILITIES OF PARENTS

Standards of behaviour are established in children before they come to school. The accepted standards of behaviour will vary from home to home and family to family, but conflict arises when the expectations of school are different from those at home. Therefore, parental acceptance of the school's expectations and active co-operation with the staff is absolutely essential if an acceptable standard of discipline is to be achieved.

The support of parents is essential to maintain high standards of pupil attendance, punctuality, pupil appearance, wearing of school uniform, caring for learning materials and supervision of homework.

Rights of Parents	Responsibilities of Parents
To be informed about their child's progress and any concerns the school has about their child	To provide school with relevant information and advice of any problems concerning their child
To expect their children to be safe	Ensure that children adhere to school rules and regulations
To want an appropriate, well balanced, differentiated education for their child	Ensure children attend school and are well rested, prepared to learn. Sign and check homework's. Offer encouragement and support

	to complete homework of a good standard.
To see school and home as a partnership	Support the school in its work in implementing the positive behaviour policy
A consistent and fair approach to behaviour, with sanctions commensurate with the seriousness of the misdemeanour	Promote an understanding of what is acceptable and unacceptable behaviour
Up to date information on the school's Positive Behaviour policy and procedures	Be aware of the content of the policy and work alongside school in implementing the procedures
An acceptable level of courtesy and respect to be shown to their children by staff	Act as positive role models for their children in their relationship with the school and encourage children to show respect to staff, visitors and peers.
To be kept up to date should their child not meet the standards of behaviour set as well as have an opportunity to discuss discipline matters with the class teacher and principal (including sanctions imposed in accordance with policy procedures).	Work in conjunction with the teachers and principal should any discipline be required

THE RIGHTS AND RESPONSIBILITIES OF PUPILS

We would expect our children to enjoy their education at Hamiltonsbawn Primary School; to be able to learn in a safe and secure environment and to have their needs met. At the same time, we wish to encourage children to see that other children deserve and must enjoy the same treatment as they do. A child who is experiencing any difficulty at school should inform his/her class teacher, the principal or any other member of school staff.

Rights of Pupils	Responsibilities of the Pupils
To feel safe and secure	To respect school rules and the decisions of adults
To have their educational needs met through a balanced and suitably differentiated curriculum	Work to the best of their ability, to be polite, punctual and prepared for work
To feel valued	Treat others with respect
A right to be happy in school	To share problems with a member of staff
Work and play in a calm and well managed environment with a fair, consistent and clear approach to behaviour management	Show respect for staff, visitors and other pupils and school property
To be listened to in a sensitive manner	Report any concerns or problems they may have
Get help when they seek it	Speak to an adult in school regarding any issues
Be aware of the school's standard of expectation with regard to work and discipline	Follow the school code of conduct; behave in an acceptable manner

THE RIGHTS AND RESPONSIBILITIES OF TEACHERS

A teacher's role is to provide education for the children in his/her care.

'A climate which fosters effective learning, both within the classroom and about the school, is at the heart of the education process.'

'Promoting Positive Behaviour' p.6. DENI, 2001

When the teacher and pupil understand their different roles a positive, well ordered learning environment can be achieved. Children at different stages in education require instruction and guidance and our school rules form the framework of our expectations as teachers for the behaviour of the children in our care. Our class rules and whole school playground rules are established and communicated regularly at whole school assemblies. The rules will also be clearly displayed in each classroom, shared and signed by parents and pupils as well as being commented on, at regular intervals, by the teacher and principal. Teachers will enforce acceptable behaviour in their class in a positive manner, having regard to the positive nature of the school policy, consulting with the Principal/Vice-Principal when necessary.

Rights of Teachers	Responsibilities of the Teachers
To teach effectively with the co-operation of all	Match task to the ability of the pupil and to use suitable strategies; provide a broad and balanced curriculum; be approachable and sympathetic; recognise the individuality of children; provide a safe and stimulating environment where all children can work to the best of their ability
To be treated with respect and courtesy from colleagues, parents and pupils	To show respect to pupils, parents, colleagues and principal
To personal safety	To make pupils aware of boundaries and to ensure that pupils are well supervised

To be listened to	To listen and to inform the principal of difficulties and to appreciate they have a key role to play in relationship building
Expect opportunities for professional development	Pursue opportunities for personal and professional development
A right to be happy in school	To inform senior management of any difficulties and to appreciate you have a key role to play in relationship building
Be valued as part of the school team	Behave in a professional manner at all times; co-operate with the principal and colleagues
Discipline all pupils in the school in accordance to the positive behaviour policy and expect back-up procedures to be in place for managing behaviour	Enforce the school's behaviour policy in a fair and consistent manner and consult with parents if needed

THE RIGHTS AND RESPONSIBILITIES OF THE SENIOR MANAGEMENT TEAM (PRINCIPAL/VICE-PRINCIPAL)

The principal and vice-principal have a key role in formulating and reviewing the positive behaviour policy and establishing the ethos of the school. Together, they must ensure that teachers, governors, parents and pupils play a vital role in the life and organisation of the school.

The team must ensure that the rules of the school are administered fairly and consistently to all pupils. They should support the staff where appropriate and provide the Governors and Education Authority (if necessary) with a report on the discipline within the school or on the individual behaviour of a pupil where necessary. The principal must also ensure the school policy is processed in accordance with and alongside all other relevant policies.

Rights of the Principal/VP	Responsibilities of the Principal/VP
To be respected and valued in their role as principal/VP	To show respect to pupils, parents, colleagues and governors; to ensure that Christian values are taught and maintained throughout the school
To expect support of all the members of the school community and other agencies	Effective day to day smooth running of the school; support colleagues, pupils and parents in turn
To personal safety	To ensure safety of all in school; to maintain and review the school's Health and Safety policy
To be informed by pupils, staff or parents and to seek outside support	Effective communication between all stakeholders
A right to be happy in school	Play a key role in relationship building

THE RIGHTS AND RESPONSIBILITES OF THE SUPPORT STAFF

All support staff are valuable members of the school team and work in partnership with the teachers and principal to provide a well-ordered learning environment. All support staff will assist in enforcing good behaviour in the classroom and playground in a positive manner, having regard for the positive behaviour policy. They will consult with the principal and teachers where necessary.

Rights of the Support Staff	Responsibilities of the Support Staff
Respect from colleagues, parents and pupils	To show respect - pupils, teachers, parents, principal
Be valued as part of the team and work to their full potential in a calm environment	Behave in a professional manner at all times; co-operate with the principal and colleagues
To feel supported	To seek guidance when necessary
To assist effectively without disturbance	To work under guidance of the C.T
Assist in the maintenance of good behaviour of all pupils in accordance with the school's positive discipline policy and	Enforce the school's positive behaviour policy in a fair and consistent manner

expect back-up procedures to be in place for managing behaviour	
To have the co-operation of all parties involved eg parents, teachers, other professional agencies and pupils	Good lines of communication - pass on any information to the relevant person/people
To personal safety	To make pupils aware of boundaries and to ensure that pupils are well supervised
A right to be happy in school	To inform principal/VP of any difficulties.
Expect opportunities for professional development	Pursue opportunities for personal and professional development

THE RIGHTS AND RESPONSIBILITIES OF THE BOARD OF GOVERNORS

The Board of Governors have the legal responsibility for the school's positive behaviour policy and it is their role to maintain a policy for the school which is current, being implemented, positive in nature and reflective of the school ethos. If or when a case of indiscipline should come before them, they must act upon it, having considered the views of the principal, other interested parties and any reports forwarded to them.

The governors have a responsibility to support the principal and the teaching staff.

Rights of the B O G	Responsibilities of the B O G
To receive relevant training to assist in the effective running of the school in collaboration with the principal	B O G report to inform parents. To attend training and Governor meetings
To be respected by the school community	To respect the staff and principal in the school

Pupils' Code of Conduct (Key Stage appropriate)

The code of conduct is very important in ensuring that each pupil can reach his/her full potential. To ensure that a calm and caring environment is created, where learning and teaching can take place, we encourage children to adhere to the following:

GENERAL RULES

SAFETY

- Children must walk in the classrooms, corridors, in the sports hall in an orderly manner and with no undue noise.
- Children must not display inappropriate behaviour or hurt other children, verbally or physically (refer to our anti bullying policy).
- Jewellery should be limited to a watch and stud earrings. When children are engaged in physical activities, the teacher will ask a child to remove all items of jewellery. (The management of the school are not responsible for loss or damage to any items of jewellery or other personal items brought to school).
- Parents should notify teachers by contacting school by telephone about school-home arrangements, especially if there is a change.

ATTENDANCE & PUNCTUALITY

- Good attendance is essential. All absences should be covered by a note from a parent/guardian.
- The school day is from 8.40am to 1.30pm (P1-2 every day/ P3 Thurs and Fri) or 2.40pm.
- Children wishing to leave school early for an appointment must bring a written request from their parents or make a telephone call to the school office in advance and be collected by a designated adult at the front door. The early collector's book should be completed before departure.
- If a pupil has an unavoidable appointment during the school day, they should, if possible, be in school before and/or after the appointment.
- Pupils should be on the school premises no earlier than 8.30am when teacher supervision begins, unless attending Early Morning Club which is available from 7.50am.

- Pupils should be in school no later than 8.40am when lessons begin. Pupils arriving after 8.45am will be marked 'late after registration'. (see Attendance Policy)

BEHAVIOUR

- Pupils should have respect for themselves and others and take responsibility for their own actions.
- Pupils should be well mannered at all times.
- The use of bad language and gestures is unacceptable.
- Boisterous games and activities which are liable to cause injury to the pupils or others are prohibited.
- Pupils should respond immediately and appropriately to all members of staff at all times.

HOMEWORKS

- All homework should be well presented, reflect careful effort and be submitted on time.
- All written homework and homework sheets should be checked and signed by a parent/guardian for all age groups.

COURTESY

- We feel it is important in our school community to encourage our children to be polite.
- Children are encouraged to say "excuse me", "please" and "thank you".
- Children should not interrupt adults who are speaking until invited and should not interrupt other children who are speaking.
- Children should knock before entering a room.
- Children should stand back and let adults through a door in front of them.

APPEARANCE

- A high standard of personal appearance and hygiene is expected.
- Full uniform should always be worn in accordance with uniform guidelines, unless previously arranged with the principal (e.g. sports coaching days). All items should be clearly named.
- Coats should be worn when appropriate.
- Jewellery is restricted to a watch and small stud earrings (these are removed for PE lessons).

- Long hair should be tied back with school colours. Hair styles must be tidy, unobtrusive and not extreme.
- Make up, fake tan, false nails and nail varnish are not allowed

PLAYGROUND

- In dry weather, children should be outside at break and lunch time, except in the cases of illness, supported by a note from home.
- Children should use acceptable language.
- Pupils may only leave the playground with the permission of a member of staff.
- On wet days, children will remain in the classrooms and be supervised by timetabled members of staff (teachers and/or classroom assistants).
- Children should be encouraged to use toilets at set times or when directed by a staff member.
- Children should respect the playground staff and follow their instructions at all times.
- Children should line up for class immediately when the bell rings at the end of playtime.
- Children should move around the school building quietly and in an orderly manner.

The agreed playground rules are clearly displayed on both playgrounds.

Rules are displayed on posters around school and pupils are frequently reminded of them in assembly.

EDUCATIONAL VISITS

- Children are expected to represent the school in the best possible light.
- Children are expected to behave in an appropriate manner, keep themselves safe and to be courteous at all times.
- Risk assessments are carried out by the teacher in charge for each visit.

CLASSROOM

- It is important that children behave properly in the classroom so that they and others can learn.
- Children will help their teacher compile their classroom rules based around kindness, honesty, hard work, listening, helpfulness and respect.
- Pupils will be prepared and equipped for the school day.
- Children will respect school property and items that belong to other pupils also.

SCHOOL BUILDING

- Pupils will walk quietly and safely on the left-hand side of the corridor.
- Pupils will hold doors open for adults and visitors.

DINING HALL

- Pupils will line up quietly when waiting to be served.
- Children will walk at all times.
- When leaving the dinner hall, an adult will walk at the front to take pupils outside to play or classroom if it's extremely wet outside.
- Children will only leave their seats with permission to visit bathroom, clear their plate or leave up crockery/cutlery.
- Good manners will be used at all times.
- Pupils may chat quietly to those nearby.
- Pupils will have respect for all members of the school community.

PROPERTY

- All pupils will show due care and respect for their own and others' property.
- Pupils should only bring items of property to school which they need or are asked to bring by their teacher.

Golden Time (P4-7)

We have adopted the use of Golden Time as a celebration and reward session for those pupils who have kept a set of values all week which include:

- Being gentle, kind and helpful
- Good listening

- Honest
- Hard work
- Looking after property

Each Friday afternoon, pupils can enjoy special activities chosen by them. Pupils earn up to 30 minutes Golden Time throughout each week. If they break any of the above rules, they will receive a warning. If they continue to break the rule, this will prevent them from earning further Golden Time minutes.

CLASS SYSTEMS TO SUPPORT BEHAVIOUR

Prevention is better than cure and strategies to encourage good behaviour are in many instances more effective than punishment.

We are all more motivated when our positive behaviour is rewarded rather than when our negative behaviour is punished.

Praise and encouragement may be given in many ways and, without any attempt to put this into a value order, might include the following:

- positive comments - verbal or written
- sticker/stamper
- peer praise
- being sent to the principal/another teacher for commendation
- public acknowledgement at assembly
- special responsibility
- a quiet word or an encouraging smile
- display of work
- counters/house points
- table points
- note sent to parents through School App, Seesaw or certificate

CONSEQUENCES

Should be:

- Consistent
- Applied uniformly
- Applied in an appropriate and timely manner
- Presented as a choice the child has made
- Reasonable
- Related to the behaviour
- Age appropriate

These will be given according to the seriousness of the incident; they will be specific to the individual and not applied to the whole group.

The following are examples of what constitutes level 1,2,3 behaviours and sanctions and strategies that may be used. Sanctions will be constructive, applied with sensitivity and flexibility; where possible, they will be related to the misdemeanour and will be specific to the offender and not to the whole group.

LEVEL 1:

Examples of Unacceptable Behaviours

<i>Level 1</i> <i>Examples of Unacceptable Behaviours</i> <i>(this is not an exhaustive list)</i>
Arguing between children
Boisterous behaviour
Talking at inappropriate times
Distracting other pupils
Disobeying instructions
Shouting out / leaving seat
Not being prepared for school
Incidents of taking property of others
Lying
Not completing homework
Not sharing
Making unkind remarks
Running in corridors
Telling tales (inappropriately)
Talking during assembly
Answering back to an adult
Pushing
Inappropriate comments

LEVEL 1:

Examples of Sanctions and Strategies

<i>Level 1 Sanctions and Strategies</i>
A disapproving look
A signal to indicate behaviour must stop
A verbal rebuke
Moved in class to another desk
Thinking time
Phone call to parents by class teacher
Apology (either written or given verbally)
Reminder of class rules
Private discussion with child

LEVEL 2:

Examples of Unacceptable Behaviours

<i>Level 2 Examples of Unacceptable Behaviours (this is not an exhaustive list)</i>
Persistence of Level 1
Aggressive behaviour persistent/ serious (eg. biting, hitting, nipping)
Refusal to work / general defiance
Consistent non-completion of homework
Refusal to engage with an adult
Bad language/rude noises
Persistent name-calling/ teasing
Leaving classroom/hall or playground without permission
Being disrespectful to adults
Damaging property

Arguing back to an adult
Throwing objects deliberately
Rudeness to staff
Offensive gestures
Destroying work

LEVEL 2:

Examples of Sanctions and Strategies

<i>Level 2</i>
<i>Examples of Sanctions and Strategies</i>
Time-out/cool-off in another room/ resource area/playground bench
Report to Principal
Phone call to parents from principal (or class teacher if first offence)
Discussion with SENCO. IEP may be implemented at this stage
Withdrawal of privileges or responsibilities
Teacher may begin daily home/school report sheet
Teacher may begin to record daily observations of behaviour
Detention where pupil completes work during break times
Withdrawal from extra-curricular activities

LEVEL 3:

Examples of Unacceptable Behaviours

<i>Level 3</i> <i>Examples of Unacceptable Behaviours</i> <i>(this is not an exhaustive list)</i>
Persistent occurrence - Level 2
Physical assault - teacher/adults/children
Wilful damage - property/school
Verbal abuse to teachers/staff/peers
Stealing - intent and persistent
Major disruption of class activity
Abuse/threatening behaviour/ bullying
Leaving school premises without permission
Dangerous refusal to obey instructions

LEVEL 3:

Examples of Sanctions and Strategies

<i>Level 3</i> <i>Sanctions and Strategies</i>
Principal informed immediately
Formal discussion with Principal and pupil
Formal appointment with Principal and Parents
Risk Assessment & IEP will be implemented and an action plan agreed
Behaviour contract between school and child
Involvement of other agencies, e.g. Education Welfare Officer, Behaviour Management Team, Educational Psychology, Social Services, CAMHS

Reduced school day
Suspension
Expulsion

Clarification of terms used above:

'Time Out' [Level 1]

- To a separate seat in classroom
- To another class (of similar age group), with work set
- To a quiet area of the playground or dining hall
- To Principal or Senior Teacher in charge

'Detention' [Level 2]

- Lunch time with completion of work set by class teacher
- Referral to principal/vice-principal

FORMAL DISCIPLINARY PROCEEDINGS

- Formal disciplinary proceedings consist of three formal verbal warnings (telephone calls from teacher/ principal) followed by three written warnings (Chair of Governors formally informed at this stage) leading ultimately to suspension/expulsion.

Formal verbal warnings:

If an IEP is already implemented and serious incidents continue to occur, the class teacher along with the SENCO and Principal, will decide if a verbal warning should be given. If so, this will be given by the Principal and will be recorded in the school digital incident file.

Parents will:

- be informed prior to a verbal warning being given
- be invited to an interview at which the range of pastoral/disciplinary options will be discussed

This procedure will be repeated for each of the verbal warnings and the Board of Governors will be informed in such cases.

Written warnings:

Should a child receive three verbal warnings and all behaviour modification strategies have failed to produce positive responses, the school will consider moving to the next stage, which consists of three written warnings. The class teacher and Principal, in conjunction with the SENCO will decide when such warnings are necessary. The Chairman of the Board of Governors will be informed.

Parents will:

- be informed prior to a written warning being given
- be invited to an interview at which the range of pastoral/disciplinary options will be further discussed
- be given written confirmation of the warning

Suspension/Expulsion

- If following three written warnings further incidents of unacceptable behaviour occur, advice from EA will be sought and a decision regarding the suspension of the pupil will be taken. The Board of Governors will be notified and consulted.
- EA suspension and Expulsion procedures will be followed.
- Initially, any exclusion will be for a temporary fixed term but, if necessary, permanent exclusion may be considered, again, in line with EA policy and guidelines.
- The school management reserve the right to bypass the imposition of sanctions and move directly to 'Formal Disciplinary Proceedings' for children considered to have seriously broken school rules or misbehaved in a serious manner. If this occurs, loss of privileges may include immediate withdrawal from school teams etc.
- It is important to realise that such decisions are made in response to a problem caused by a pupil.

PROCEDURE FOR CONSULTATION

- The class teacher will attempt to deal with incidents of unacceptable behaviour and will record noteworthy events.
- Teachers may contact the parents with the permission of the principal.
- If unacceptable behaviour continues, the child will be referred to the principal/vice-principal and parents will be contacted.

- Should the behaviour persist, the school will implement the Code of Practice drawing up an individual plan.
- The principal will discuss with the parents the necessity of involving outside agencies and will proceed with arrangements.
- The Board of Governors will be informed.
- The Governors and the Principal will refer the matter to the EA for advice and guidance.

LINKS WITH OTHER POLICIES

- Anti-bullying Policy
- Reasonable Force and Safe Handling Policy
- SEN Policy
- Child Protection policy
- PDMU
- RSE
- Health and safety
- Homework policy

LINKS WITH PARENTS

- We believe that parents are experts on their own children and that they can impart vital information to the school.
- Parents are highly effective teachers of their own children and the impact made by parents and the home is an important factor in levels of attainment.
- Parents should contribute to any decision making regarding their child.
- Opportunities to build parental involvement will take many forms e.g. questionnaires, Individual Education Plans, reports, informal notes in books, parent-teacher interviews.
- Opportunities to involve pupils will include whole school assemblies, Individual Education Plans, PDMU lessons/PATHS resources, Circle time, questionnaires.
- Close communication between home and school should ensure that the needs of the child are paramount and are addressed quickly and efficiently. Parents will be given the option to discuss their child's behaviour via a telephone call or an invitation to school for a face-to-face meeting.

REVIEW OF POLICY

This policy is reviewed by *Governors* every three years or sooner as considered necessary to meet changes in the schools circumstances/EA guidelines/legislation and changes made as appropriate.

A copy of this policy is available on the school website. A hard copy may be requested from the school office.

This policy was reviewed by staff before being ratified by the *Governors* on **23rd October 2023.**

Consultation questionnaires were completed by stakeholders in March 2023.



Our School Rules

P1 - P3

- Be kind to each other
- Have good manners
- All homework should be signed
- Walk in school
- Wear full uniform / PE kit
- Listen when an adult is talking
- Always try your best



Child signature _____

Parent signature _____

Date _____



Hamiltonsbawn Primary School Rules P4-P7

- Pupils must always walk throughout our school building.
- Pupils must display kind and appropriate behaviour towards everyone.
- Pupils should be well mannered and respectful towards others.
- All homework should be completed to a high standard and be signed by a parent/guardian.
- Pupils should listen to and act on any instructions given by *any* member of staff.
- Pupils must wear full school uniform and black shoes (see uniform guidelines).
- All pupils must show care and respect for their property and that of others.
- We expect ALL pupils to work hard and try their BEST!

Child's signature _____ Date: _____

Parent's signature _____ Date: _____