

Bready Jubilee Primary School



Positive Behaviour

Date Ratified: August '25

Date to be reviewed: August '27

**Signature of
Chairperson:**

Date

Signature of Principal:

Date

Bready Jubilee Primary School

Positive Behaviour Policy

ETHOS

Bready Jubilee Primary School is a welcoming and inclusive school working alongside our parents and wider community. We are committed to provide a high-quality education that encourages pupils to reach their full potential in a safe, supportive and nurturing environment.

Key Principles

The staff of Bready Jubilee Primary School feel it is important to promote a caring and supportive environment to enable all members of the school community to feel secure and respected, and therefore promote good behaviour in others.

The development of personal qualities and social skills and the fostering of socially acceptable behaviour are integral aspects of the school curriculum. Staff will endeavour to contribute effectively to establishing and maintaining a climate within the school that is characterised by good relationships and mutual respect. The adults encountered by children at our school have an important responsibility to model high standards of behaviour, both in their dealings with the children, and with each other.

As a school we aim:

- To develop awareness of self and sensitivity to others.
- To acquire a set of moral values and the confidence to make and hold moral judgements.
- To develop habits of self-discipline and acceptable behaviour.
- To develop respect for religious and moral values and tolerance of other races, religions and ways of life.
- To help pupils develop lively enquiring minds.
- To help pupils to develop their abilities in all curricular areas.
- To help children develop a love of learning.
- To help pupils to respect and understand the world they live in.
- To help prepare children for their adult lives at home, at work and at leisure.

Roles, Rights and Responsibilities

Rights and Responsibilities of Pupils.

We would expect the children who attend Bready Jubilee Primary School to enjoy their education and to have their needs met. However, at the same time we wish to encourage children to realise that other children deserve and must enjoy the same treatment as they do. A child who is experiencing difficulty at school should inform his/her class teacher, the Principal or any other member of school staff.

Pupils have a Right to:

- Be valued as a member of the school community;
- Work and play in a calm, well managed and safe environment;
- Receive a broad, balanced and suitably differentiated curriculum;
- Be listened to in a sensitive manner;
- Get help when they seek it;
- Be made aware of the school's standard of expectations with regard to work and discipline;
- A fair, consistent, clear and calm approach to behaviour management.

Pupils have a Responsibility to:

- Follow the school's codes of conduct contained in the positive behaviour policy, including rules relating to attendance, punctuality and uniform;
- Show respect for staff, visitors and other pupils in school;
- Show respect for their own and others' property;
- Behave in an acceptable manner and always represent the school in a positive way;
- Listen attentively and work to the best of their ability at all times;
- Promptly follow the directions of staff, both teaching and non-teaching.

Role of Parents/Guardians

Standards of behaviour should be well established in children before they come to school. Acceptable standards of behaviour may vary from home to home and family to family. Behaviour which can be tolerated at home may not always be acceptable at school because of the numbers involved in the school community.

We believe in the principle of partnership and therefore encourage parents and guardians to establish and maintain a positive relationship with the Class Teacher and Principal.

It is essential that staff and parents work in partnership in order to achieve and maintain the standard of discipline expected by the school for the benefit of every child. The support of parents is essential in order to maintain high standards of pupil attendance, punctuality, pupil appearance, wearing of school uniform, caring for learning materials (particularly those belonging to the school) and supervision of homework.

Rights and Responsibilities of Parents and Guardians.

Parents have a Right to expect:

- A safe, stimulating and happy learning environment for their child;
- The delivery of a well-balanced, broad and suitably differentiated curriculum;
- To be well informed about their child's progress and any concerns the school has about the child;
- Up-to-date information on the school behaviour policy and procedures;
- To be kept informed should their child not meet the standards of behaviour set;
- An opportunity to discuss disciplinary matters with the Class Teacher or Principal, including sanctions/consequences imposed in accordance with policy procedures;
- A consistent and fair approach to behaviour, with sanctions/consequences commensurate with the seriousness of the misdemeanour;
- A school community which is sensitive to the needs of the individual child;
- An acceptable level of courtesy and respect to be shown to their children by staff.

Parents have a Responsibility to:

- Act as positive role models for their children in their relationship with the school;
- Promote an understanding of what is acceptable and unacceptable in terms of behaviour;
- Support the school in implementing the behaviour policy and in maintaining a high standard of discipline;
- Ensure children are well rested and prepared to start the school day;
- Ensure that children comply with school codes regarding uniform, attendance and punctuality;
- Encourage children to show respect to all staff, school visitors and peers;
- Encourage children to value their own property, school property and that of others;
- Be realistic regarding their child's ability and offer them encouragement and support;
- Encourage children to complete school work and homework to an acceptable level;
- Check and sign all homework and reading records;

- Advise school at the earliest opportunity of any problems concerning their child;
- Work in conjunction with the teachers and Principal should any discipline be required

Role of the Teacher

A teacher's role is to provide education for the children in his/her care. When the teacher and pupil understand their different roles, a positive, well-ordered learning environment can be achieved. 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 when necessary.

Rights and Responsibilities of the Teacher.

Teachers have a Right to:

- Expect courtesy and respect from colleagues, parents and pupils;
- Expect opportunities for professional development;
- Be valued as part of the school team;
- Discipline all pupils in the school according to school procedures;
- Expect back-up procedures to be in place for managing behaviour;
- Have an opportunity to work to their full potential in a calm, safe environment;

Teachers have a Responsibility to:

- Behave in a professional manner at all times;
- Provide children with a broad, balanced and suitably differentiated curriculum;
- Be approachable, sympathetic and alert to pupils in difficulty;
- Recognise the individuality of children;
- Have high but realistic expectations for each child and strive to cater for their needs;
- Acknowledge effort and achievement;
- Consult with parents about a child's progress or behaviour;
- Provide a safe, stimulating and caring working environment in the classroom, where all children can work effectively to the best of their ability;
- Enforce the school's behaviour policy in a fair and consistent manner;
- Co-operate and work with the school management team and colleagues;
- Pursue opportunities for personal and professional development.

Role of the Support Staff

All Support Staff in the school are valuable members of the school team and work in partnership with the Teachers and the Principal to provide a well ordered learning environment. All Support Staff will assist the Teachers in enforcing acceptable behaviour in the school in a positive manner, having regard to the positive nature of the school policy, consulting with the Teachers and Principal when necessary.

Rights and Responsibilities of Support Staff.

Support Staff have a Right to:

- Expect courtesy and respect from colleagues, parents and pupils;
- Expect opportunities for professional development;
- Be valued as part of the school team;
- Assist in the discipline of all pupils in the school according to school procedures;
- Expect back-up procedures to be in place for managing behaviour;
- Have an opportunity to work to their full potential in a calm, safe environment.

Support Staff have a Responsibility to:

- Behave in a professional manner at all times;
- Be approachable, sympathetic and alert to pupils in difficulty;
- Recognise the individuality of children;
- Have high but realistic expectations for each child and strive to cater for their needs;
- Acknowledge effort and achievement;
- Assist in the provision of a safe, stimulating and caring working environment in the classroom, where all children can work effectively to the best of their ability;
- Enforce the school's behaviour policy in a fair and consistent manner;
- Co-operate and work with the school management team and colleagues;
- Pursue opportunities for personal and professional development.

Role of the Principal.

The Principal has a key role in formulating and reviewing the behaviour policy and establishing the ethos of the school. He must ensure that teachers, pupils and parents play a vital role in the life and organisation of the school.

The Principal must ensure that the codes of the school are administered fairly and consistently to all pupils. He should support his staff where appropriate and furnish the Board of Governors and the Education Authority (if necessary) with a report on

the discipline within the school or on the behaviour of an individual pupil where necessary.

The Principal must also ensure that the school behaviour policy is processed in accordance with and alongside all other relevant school policies, i.e. SEN Policy, Pastoral Care Policy, Anti-Bullying Policy and Code of Practice, etc.

Role of the Board of Governors.

The Governors have legal responsibility for the school's 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 Board of Governors have a responsibility to support the Principal and his teaching staff.

Rules, Rewards and Consequences

At Bready Jubilee PS the majority of the children are well behaved. There are, however, occasions when individual children exhibit behaviour which is unacceptable. As part of the approach within our Positive Behaviour policy of rewards and sanctions/consequences we use behaviour modification strategies to change individual children's behaviour. These are used by all staff.

Each child is different, so it is important that the cause of the behaviour is investigated and plans made to meet individual needs.

A major aim of the school policy is to encourage children to practise good behaviour by operating a system of praise and reward. The Bready Jubilee PS scheme is based on awards through which children can be rewarded for academic and non-academic achievements, for effort and for being caring, and for all aspects of good work and behaviour.

A wide range of rewards are used to reinforce positive behaviour. The following list is not exhaustive but gives an indication of the value we hold in self-esteem and reward.

These can include:

In Class

- Stickers / stampers / reward charts
- Verbal praise or written comment
- Display of particularly good work in special place in classroom
- Peer praise
- Visits to another teacher or Principal

- Certificates
- Given responsibility within class
- Golden Time

In School

- Praise in Assembly
- Parental Contact (Parent-Teacher Interviews)
- Annual Report
- Pupil of the Week Awards
- Principal Reward Stickers
- House Captains
- House System
- School trips and involvement in school teams

Most children respond to this positive approach where their efforts are seen to be valued, and make considerable efforts to improve their work, and, where necessary, their behaviour. By using a positive system of rewards, and reinforcing good behaviour we help children to feel good about themselves.

As part of our PDMU curriculum we have introduced the PATHs (Promoting Alternative Thinking Strategies). The main aim of the PATHs Programme is to promote positive mental health and emotional well-being in school and in most classes the pupils will have one PATHs lesson a week. We have linked a well used motto within the PATHs curriculum to our House system with pupils awarded house points for - Treating others as you would like to be treated yourself. The total number of house points for each week are announced in Friday's assembly.

The house points system is linked to our school golden rules which are a short set of rules that can be easily understood by all involved throughout the various levels of the school. These rules are displayed in classrooms and are discussed with the pupils, so that they not only have a good understanding of the rules, but how they need to act and respond to uphold them. They are teaching tools that need to be constantly reinforced and highlighted.

The Golden Rules are as follows:

1. Do be kind and helpful

2. Do be gentle

3. Do listen

4. Do work hard

5. Do be honest

6. Do look after property

These Golden Rules have been developed to be consistent with the following concepts:

- We understand it is alright to make mistakes if we recognise them as such.
- Be sensible, thoughtful and kind.
- Think before you speak or act.
- Move safely in all parts of the school building.
- Help each other and get on with everyone.
- Be respectful to others around you.

The Golden Rules are also in operation during lunchtimes and playtimes in the playground. There are also specific rules for the end of playtime and movement back to class, with line up rules and routines in operation.

These periods of play are influential and important times in a child's school day. Here children are free to form friendships, to structure their own play and to exert self-discipline and responsibility towards others.

At times, lunchtimes and playtimes can be a source of stress for children and staff. These stresses and concerns must be aired and addressed to avoid adverse effects on relationships, behaviour and learning in our school. Children are able to air concerns through discussion during Circle Time, or by speaking directly with the playground supervisor, teacher on duty or their own class teacher.

At Bready Jubilee Primary School if a child successfully complies with these Golden Rules, this should be acknowledged. In our school we believe the ideal incentives towards positive behaviour are the intrinsic rewards offered by:

- Warm relationships
- A stimulating curriculum
- Positive role models

However, it is important to have a reward system in place that recognises all forms of social and academic achievement and effort. To ensure each child has the opportunity to experience individual success we use the following as rewards-

☐ Non-verbal praise

Smiles, thumbs up, pleased expressions.

☐ Verbal praise

At Bready Jubilee Primary School we believe that verbal praise is an important factor in creating positive atmospheres that will promote good behaviour. Verbal praise can range from a word in the ear to a 'public' recognition in class and can be related back to the Golden Rules. It can also be given to and by everyone!

📌 **Display**

Children's work will be presented in such a way that it will be obvious to any visitor that we are proud of success, whether it be in quantity or in quality of effort.

📌 **Marking**

Within class the marking will be used to build on success and provide encouragement by its associated comments.

📌 **Golden Time/ Activity Time**

As an incentive to children to keep motivational reasoning foremost in their minds during daily activities, compliance with school rules entitles the child to a period of activity to partake in a 'fun learning' activity within the classroom, usually on a Friday afternoon.

In school, we recognise there is a difference between pupil age and ability to understand the concept of 'reward time', therefore this operates differently in each classroom. This is expressed to pupils at the start of the year and is visually displayed on the wall of each classroom, as either a 'golden time' display or by sun/ light cloud/ dark cloud, red/orange/green cards. We feel we can help keep each 'golden time' activity fresh for pupils, and encourage them to actively engage in the concept that each staff member should operate their own developed reward system, rather than the same implemented throughout school, and pupils not engage as fully with it as they move through school.

📌 **Sharing**

In recognition of a particular task or behaviour the pupil may share their success with others, for example:

- The class
- The neighbouring class or teacher
- A chosen adult, e.g. principal/ caretaker/ supervisor

📌 **Celebrating Success**

Each week, we have a 'Superstar Assembly', where we recognise those pupils who have been fulfilling our Golden Rules/School Values (BREADY- Belonging, Respect, Empathy, Achievement, Determination, You matter) and setting a positive example to others. These range from working hard, commitment, friendships, honesty and play an important part in the personal development and mutual understanding of the pupils. The total house points collected that week throughout the school in each house is announced and displayed on the house display at the front of the school.

Managing Behaviour

At the heart of managing behaviour effectively is a strong partnership between parents and the school staff, as recognised in our 'Home / School Agreement'. The home/school agreement is sent home to each family at the beginning of the school year and outlines the responsibilities of School, Parents and children.

For the vast majority of our children a gentle reminder is all that is needed. However, there are some occasions when it is necessary for a child to leave their classroom for a short period of time. This step, if needed, will always be taken with care and consideration, considering individual needs as necessary.

Staff will praise the behaviour they wish to see and will not pander to attention seeking behaviour.

Unacceptable Behaviour and Consequences

Consequences need to be an integral part of Bready Jubilee Primary School's Positive Behaviour Policy. They need to be used to uphold the rules and procedures within the school and, in doing so, they encourage appropriate and acceptable behaviour choices.

If a child breaks any of the school rules there will be a consequence. It is our belief that consequences consistently and firmly applied will result in boundaries being clearly drawn and therefore good behaviour choices promoted. **It is important to remember at all times to target the behaviour and not the child.**

At our school we classify unacceptable behaviour into 3 broad bands:

Level 1: Mildly Disruptive

Misbehaviour that can be effectively managed within the classroom environment by the teacher.

Level 2 Moderately Disruptive

More serious misbehaviour or persistence of Level 1 that is not so easily managed within a classroom environment. Class teachers may involve the parents, either formally or informally. Notification of other staff may take place. Referral to the Principal may also take place if appropriate.

Level 3 Seriously Disruptive

Very serious misbehaviour or persistence of Level 2 behaviour. This will result in the formal involvement of the Principal within the school along with parental involvement. Additionally, the involvement of outside agencies may be sought.

The following are examples of what constitutes Level 1, 2, 3, and Sanctions and Strategies which may be used. These are not comprehensive and are subject to the professional judgement of teaching staff.

Sanctions/consequences will be constructive, applied with sensitivity and flexibility, where possible, be related to the misdemeanour and will be specific to the offender and **not** applied to the whole group.

Examples of Unacceptable Behaviour

Level 1	Level 2	Level 3
Arguing	Persistence of Level 1	Persistent occurrence – Level 2
Boisterous behaviour- classroom, canteen or playground	Aggressive behaviour persistent/serious (eg. biting, kicking, hitting, nipping etc.)	Physical assault – teacher/adults/children
Talking at inappropriate times	Refusal to work / general defiance	Wilful damage – property/school
Distracting other pupils	Consistent non-completion of homeworks	Verbal abuse to teachers/staff/peers
Disobeying instructions	Refusal to engage with an adult	Stealing – intent and persistent
Shouting out / leaving seat	Bad language/rude noises	Major disruption of class activity
Not being prepared for school	Persistent name-calling	Abuse/threatening behaviour/ subtle bullying / overt bullying
Incidents of taking property of others	Name calling / teasing	Leaving school premises without permission
Lying	Damaging property	Dangerous refusal to obey instructions
Not completing homework		
Not sharing		
Making unkind remarks		
Running in corridors		
Telling tales (inappropriately)		
Talking during assembly		
Throwing pencils/rubbers etc. in class		
Taking other pupils' property		
Persistent misplacing of workbooks/worksheets		

Answering back		
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Sanctions/Consequences

Level 1	Level 2	Level 3
A disapproving look	Time-out/cool-off in another room	Principal informed immediately
A signal to indicate behaviour must stop	Report to Principal	Formal discussion with Principal and pupil
A verbal rebuke	Formal appointment with parents (Principal informed prior to meeting to allow his attendance if deemed appropriate)	Formal appointment with Principal and Parents
Moved in class to another desk	Discussion with SENCO - I.E.P. may be implemented at this stage	Behaviour report will be followed, initially for 4 week period
Time-out chair/cool-off	Entry in Class 'Incident File'	Involvement of other agencies, e.g. Education Welfare Officer, Behaviour Support Team, Educational Psychology, Social Services
Informal chat with parents	Withdrawal of privileges. Home/school contact.	
Withdrawal of privileges/responsibilities	Break/lunch detention. If incident occurred during football at break/lunch- ban from playing football- length at discretion of school principal	Suspension
Reminder of class rules/school codes	Teacher may begin to record daily observations of behaviour	Expulsion
Private discussion with child	Restitution (as deemed appropriate) – replacement of damaged/lost property	
Discussion in groups or whole class (circle time)	Remove child from the class – place with Principal or in another class	
Break/lunch detention (during which time the child will complete additional work - supervised)	Withdrawal from: <ul style="list-style-type: none"> - extra-curricular activities - school teams eg Football/netball - school trips 	
Apology (either written or given verbally)		

Redirect to another activity		
Move the child from the group to work on his/her own		
Repeat work		
Missing out on "Golden Time" to catch up on work		

Clarification of Terms used above:

"Time Out"

- To a separate seat/single desk in the classroom;
- To another class with work set;
- Break/lunch time with work set (providing sufficient time for eating and toileting);
- To a quiet area of the playground or dining hall;

The Class Teacher and/ or Principal will use discretion as to whether parents need to be informed if their child has been on "Time Out" depending on the seriousness of the misdemeanour.

Procedures for Dealing with Major Breaches of Discipline

Major breaches of the Positive Behaviour policy include physical assault, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work and disruptive behaviour in class (see Level 3 Classification above).

This type of behaviour is generally rare and it is the responsibility of the Principal who will deal with it severely, particularly if the problem keeps recurring. The standard procedure for this sort of problem follows a set pattern. Failure to improve leads automatically to the next stage with each stage recorded.

- A verbal warning by the Principal as to future conduct.
- Withdrawal from the classroom for a suitable period.
- Placed on a Behaviour Report (Pupils who are on Behaviour Report are unable to attend both breakfast club and afterschool activities for the duration of the time that they are on behaviour report)
- A letter to parents informing them of the problem.

- A meeting with parents, and either a warning given about the next stage unless there is an improvement in the child's behaviour.
- If the problem is severe or recurring then suspension/exclusion procedures are implemented after consultation with the Board of Governors.

Suspension/ Expulsion

If, following intervention strategies with the pupil and meeting with the parent(s) further incidents of unacceptable behaviour occur, advice from the 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. The Education Authority's 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 Education Authority policy and guidelines.

The School reserves the right to bypass the imposition of sanctions and move directly to 'Formal Disciplinary Proceedings' for children considered to have seriously broken the school rules or misbehaved in a serious manner. If this occurs, loss of privileges may include immediate withdrawal from school teams etc.

Parents have the right of appeal to the Governing Body against any decision to exclude.

Level 3 incidents are recorded in the Incident Behaviour file which is located in the Principal's Office. A copy of the form used to record details on the incident is included within this policy.

The Special Educational Needs (SEN) Code of Practice

Pupils with specific difficulties such as ADHD, ASD, SEBD etc may be placed on the school's Special Education Needs Code of Practice. Their behaviour displayed in school can be a result of their specific difficulties and school needs to be mindful of this. That being said, level 3 behaviours must be treated seriously and will be dealt with accordingly as per level 3 sanctions.

Afterschool Activities and Breakfast club

The school operates a breakfast club everyday and an afterschool programme on Monday- Thursday. The behaviour of children during both of these activities, which are an extension of the school day, will be closely monitored and if children are consistently causing disruption the school may speak to parents and ask that their children do not attend for a period of time. The period of time set out depends on the level of the disruption and is at the discretion of the school.

Monitoring, Review and Evaluation

The maintenance and development of this policy will ensure that it remains active.

Records need to be kept by the class teachers in order to monitor and evaluate any changes brought about by the policy.

All concerned parties should be kept informed of any review of the policy and the action that will need to be taken.

Bready Jubilee Primary School Incident Recording

Date/Time of Incident:	
Pupils involved:	
Incident	
Sanctions imposed- Recorded by Principal:	
Principal Signature:	