



'OPENING DOORS OF  
OPPORTUNITY TOGETHER'

## **POSITIVE BEHAVIOUR POLICY**

JUNE 2023



## 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.

The school's Positive Behaviour Policy will be informed by:

#### a) Current Legislation

- Health and Safety at Work NI Order (1978)
- The Children (NI) Order (1995)
- The Human Rights Act (1998)
- The Education (NI) Order (1998)
- Welfare and Protection of Pupils' Education and Libraries (NI) Order (2003)
- The Education (2006 Order) (Commencement No. 2) Order (NI) (2007)
- The Education (School Development Plans) Regulations (NI) (2010)
- Special Educational Needs and Disability Act (NI) 2016
- Addressing Bullying in Schools Act (NI) (2016)

#### b) DE Guidance

- Pastoral Care in Schools: Promoting Positive Behaviour (2001)
- Safeguarding and Child Protection in Schools – A Guide For Schools (2017)

## **Why do we need a Positive Behaviour Policy?**

The key to effective learning and teaching is the establishment of a sound learning environment, with positive relationships at school and classroom level, between staff and pupils and between pupils themselves.

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.

It has been suggested in '*Creating a Culture: How School Leaders Can Optimise Behaviour*' (2017) that the way that students behave in school is strongly correlated with their eventual outcomes. When behaviour in general improves throughout a school the impact is:

- students achieve more academically and socially;
- time is reclaimed for better and more learning;
- staff satisfaction improves, retention is higher, and recruitment is less problematic.

Positive Behaviour is essential if the Mission Statement of the school is to be fulfilled. Both children and adults are encouraged to develop an attitude of self-discipline and to learn consideration and respect for others.

## **Duties of Board of Governors (Every School a Good School – DE 2017)**

*The Board of Governors has a responsibility to:*

- Make and keep under review a written Statement of General Principles about pupil behaviour and discipline;
- Consult with the Principal and parents before making its Statement of General Principles;
- Consider guidance from DE and EA;
- Safeguard and promote the welfare of all pupils.

## **Duties Of Principal/Vice-Principal (Every School a Good School – DE 2017)**

*The Principal should:*

- Determine measures which the school will take to:
  - Promote self-discipline and respect for authority amongst pupils;
  - Encourage good behaviour and respect for others;
  - Secure an acceptable standard of behaviour amongst pupils;
- Act in accordance with the Board of Governors' Statement of General Principles;
- Prepare a written statement of these measures and issue a copy to parents.

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## **1.0 Mission Statement and Values**

### **1.1 Mission Statement:**

*Meadow Bridge Primary School aims to foster a safe, happy and caring environment where each child's personal development is nurtured. Every child's educational journey is enhanced and their lives enriched through stimulating learning experiences. Equal emphasis will be placed on pastoral care and on ensuring each individual reaches his or her academic potential, equipping them for the future.*

### **1.2 Policy Purpose and Outcomes**

The purpose of this policy is to reflect Meadow Bridge Primary School's vision, aims and objectives. 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 core values underpin every policy document and are central to the ethos of the school. They have been decided and agreed upon the interests of the children's safety and to promote their social, personal and educational development within a happy and caring school environment.

## 2.0 Statement of Principles

### The Governors and Staff of Meadow Bridge 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 Meadow Bridge 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 in the school environment.

#### 3.1 Staff

Staff have the right to ...	Staff have the responsibility to ...
<ul style="list-style-type: none"> <li>▪ Work in an environment where common courtesies and social conventions are respected.</li> <li>▪ Express their views and contribute to policies which they are required to reflect in their work.</li> <li>▪ A suitable career structure and opportunities for professional development.</li> <li>▪ Support and advice from senior colleagues and external bodies.</li> <li>▪ Adequate and appropriate accommodation and resources.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Behave in a professional manner at all times.</li> <li>▪ Promote positive behaviour.</li> <li>▪ Show interest and enthusiasm in the work-in-hand and in their pupils' learning.</li> <li>▪ Listen to the pupils, value their contributions, and respect their views where appropriate.</li> <li>▪ To support, praise, and as appropriate, reward pupils' good behaviour.</li> <li>▪ To apply sanctions fairly, consistently, proportionately and reasonably, taking account of individuals and circumstances.</li> <li>▪ Expect high standards and acknowledge effort and achievement.</li> </ul>

#### 3.2 Pupils

Pupils have the right to ...	Pupils have the responsibility to ...
<ul style="list-style-type: none"> <li>▪ Be valued as members of the school community.</li> <li>▪ 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.</li> <li>▪ Be treated fairly, consistently, and with respect.</li> <li>▪ Be consulted about matters that affect them and have their views listened to and as far as is reasonable, acted upon.</li> <li>▪ Work and play within clearly defined and fairly-administered codes of conduct.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Arrive at school on time, wearing the correct uniform, with homework done, and suitably equipped for the day ahead.</li> <li>▪ Respect views, rights, and property of others, and behave safely and appropriately both in and out of class.</li> <li>▪ Co-operate in school with the teacher/assistants/supervisors and their peers.</li> <li>▪ Work as hard as they can.</li> <li>▪ Conform to the conventions of good behaviour and abide by Class Charters and school Code of Conduct.</li> <li>▪ Accept ownership for their own behaviour and learning.</li> <li>▪ Co-operate and abide by any processes set in place to improve their own or others' behaviour.</li> </ul>

### 3.3 Parents/Carers

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

**NB:** It should be noted that hereafter, the term ‘Parent’ includes the terms ‘Guardians’/‘Carers’.

#### 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 Meadow Bridge Primary School deem as desirable and undesirable behaviours (the list is by no means exhaustive).

#### 4.1 Desirable and Undesirable Behaviours - List of Examples

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

## 5.0 Meadow Bridge 'SUPER' Rules

For any form of learning to take place children need a calm, safe and stimulating environment. Children feel safe and secure when they know clearly what is expected of them.

Since its opening in 2003, Meadow Bridge Primary School has adopted and used a set of 'SUPER' Rules at a whole-school level. These very much form the basis of our ethos and culture as a school, regarding behavioural management and expectations.

They have been created in the interests of the children's safety and to promote their social, personal, and educational development within a happy and caring school environment.

1. **Safety:** always take care and keep yourself and others safe.
2. **Uniform:** wear the correct school uniform every day.
3. **Property:** look after Meadow Bridge, inside and out, as well as your own belongings.
4. **Effort:** always try your best in everything asked of you.
5. **Respect:** be kind and considerate to others, taking responsibility for all you say and do.

These 'SUPER' Rules are displayed throughout the school (*see Appendix 1*) and provide clear instructions for every pupil for everyday school life, both inside the classroom and out.

The 'SUPER' Rules are introduced to the whole school via Assembly at the beginning of each academic year. The Vice-Principal will make continual mention of these during the year and there will be sporadic competitions, or awards (such as class prizes eg 'Star of the Week' or whole-school initiatives such as SUPER Kids), which focus on these.

## 6.0 Rights Respecting Schools and Classroom Charters

As part of being a Rights Respecting School (UNICEF) we have, for several years, made individual Class Charters (*see Appendix 2*) to manage behaviour in the classroom. These Charters outline clearly what the 'Rights' of each pupil in the classroom are, however these rights are also underpinned by a 'Responsibility' that the pupil must adhere to and follow at all times.

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 strict 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 Meadow Bridge Primary School, whilst using language appropriate to the children's age. Parents are made aware of this Charter at a Parents' Information Evening in September each year.

## **7.0 General School Rules (Code of Conduct)**

To complement our SUPER Rules and Classroom Charters, we have an agreed set of rules that are put in place to assist with general school life in common areas that all classes are expected to adhere to.

### **7.1 Rules for Moving Around the School**

1. We follow the teacher or 'Line Leaders' in quiet, straight lines;
2. We will walk sensibly at all times and there must be no running through the school;
3. We walk on the left in the corridor;
4. If the fire bell rings, we walk safely and calmly when exiting the building;
5. If you see an adult coming, give way or hold the door open;
6. Older children should always give way to younger children;
7. Don't drop litter and if you see some, pick it up and place it in the appropriate bin;
8. Always wipe your feet when coming inside the school from outside.

### **7.2 Rules for Dinner Hall and Break/Lunch in Classrooms**

#### **Dinner Hall**

1. Show good manners and be respectful at all times to everyone;
2. Help to clean up at your own table, even if it is not your mess;
3. Shared items are everyone's responsibility, ie vinegar, jugs of water;
4. Line up in a safe and mannerly way, walking at all times;
5. No queue-jumping or keeping spaces;
6. Line up where supervisors ask;
7. Carry your tray, cutlery etc, carefully;
8. Put your hand up and wait for a supervisor if you need something or something is wrong;
9. Enjoy a chat but keep the noise level sensible- use inside voices;
10. Pupils must ask permission if they need to leave the Dinner Hall;

#### **Break/Lunch in Classrooms**

1. Try to eat all of your lunch but if not take your leftovers home to show to your parents;
2. Try to make sure everyone who wants company has some; nobody likes to eat alone;
3. Choose a seat and stay at it;
4. Pupils must ask permission if they need to leave their classroom for any reason;
5. Use classroom sinks sensibly for drinking water and refilling water bottles;
6. Place rubbish in the correct classroom bin;
7. Help each other tidy the floor and desks in the area where you have been sitting before you leave;
8. Pupils must walk to the playground once they have been dismissed at the 12:30 pm school bell.

### **7.3 Rules for the Playground**

1. Stay in the area of the playground which is for your class and year-group;
2. Use our playground play equipment and slide properly and safely;
3. Play games according to the agreed rules; playing fairly with no excluding and no cheating;
4. Speak kindly and nicely to each other, how you would like to be spoken to;
5. Keep hands, feet and objects to yourself, being careful and staying safe at all times;
6. Stay away from the grass and muddy areas;
7. Line up in a straight line when the bell goes and wait quietly for your teacher;
8. Try to make sure no-one is playing alone unless they wish to;
9. Cones marking out the playgrounds should not be touched;
10. Inside the school is out of bounds during Break/Lunch play times. Children must make their way directly from their Classrooms/Dinner Hall to the Playground.

### **7.4 Rules for Assembly/Hymn Practice**

1. Pupils must arrive, sit, and leave the Assembly Hall silently in two straight lines;
2. Pupils should be attentive to whoever is speaking and show respect by their actions.

### **7.5 Rules for Bus Transport Service**

1. Pupils must sit in a seat and wear a seatbelt for the entire duration of their journey;
2. Pupils can enjoy a chat but should keep the noise level sensible, helping the bus driver's concentration;
3. There must not be any food or drink consumed on the bus and litter must not be dropped;
4. Pupils must keep their own objects and belongings to themselves for the entire duration of their journey.

## 8.0 Behaviour Management Systems

### 8.1 In the Classroom

Each class in Meadow Bridge will have devised and drawn up its own 'Class Charter' with specific *Rights* and *Responsibilities* consistent with the whole school ethos and which are founded upon our 'SUPER' Rules. Once this has been created, each pupil in the class will have the opportunity to sign up to the agreed list of Rights/Responsibilities to show their consent and willingness to work towards these.

As a school we use a 'Behaviour Tracking' system in each class if children do not behave in line with their agreed Class Charter. The 'Behaviour Tracking' system may look different visually in individual classes (eg Traffic Lights, Clouds and Sunshine, Ladders, etc) but it is administered in a consistent fashion throughout the school.

- If a pupil decides to break one of the 'rules' on the Class Charter, they will be moved to the first step – this is called a 'Rule Reminder'. *The teacher will simply remind them of the stated school rule and ask them to take a moment to consider their 'responsibilities' as per the Class Charter.*
- If that same pupil decides to break a 'rule' again they will be moved to the second step – this is called a 'Verbal Warning'. *The teacher will verbally warn them that this is their second infringement in the same day, if they continue and are spoken to again, they will be moved to a 'Thinking Spot'.*
- If they are spoken to on a third occasion in the same day for again breaking a 'rule' they will be moved to the third step – this is called the 'Thinking Spot'. *The teacher will ask them to move position in their own classroom or go to another teacher's or Head of Key Stage's classroom for an appropriate length of time.*

**NB:** If a child has had to be moved during class after moving to the third step, parents will be informed via a telephone call. This communication should take place before the 2.00 pm/3.00 pm dismissal times if possible.

These 'Behaviour Tracking' consequences will be displayed in each classroom, to accompany each teacher's visual display of names and steps. We understand in Meadow Bridge Primary School that no child will enjoy seeing their name on display in the classroom at any of the steps, and so we trust this will be a significant deterrent for poor choices in their behaviour and will also help frame conversations that need to be had with parents regarding this.

To assist in teachers' record keeping of these incidents, each teacher will use a 'Behaviour Tracking Sheet' (*see Appendix 3*) each week where they can note down which child has received which step on any given day. There will also be a space provided to record if a telephone conversation has taken place with a parent. These will be kept in a prominent position on a teacher's desk so that any member of staff can make use of them during the school day. They should also be transferred to afternoon classes where a different member of staff can use them in their own classroom setting.

These sheets will be stored confidentially by the teacher and may be used during Parent/Teacher Consultations to highlight patterns of behaviour.

'Behaviour Tracking Sheets' will also be monitored periodically by Heads of Key Stages, Vice-Principal, or the Principal, to ensure that consistent standards are being set across the school and that a pastoral focus can be kept on children who are being recorded more regularly.

## 8.2 In the Playground

As a school we employ a 'Card System' in the playground during Break/Lunch and when non-teaching staff are supervising the pupils. Each member of staff involved in playground supervision will be given a small stock of these cards and will have them on their person during these times.

If a pupil breaks one of the agreed rules listed in Section 7.3 of this document, or one outlined below, they are given a Yellow Card.

This Yellow Card will be handed to the pupil and will result in them being immediately sent to the 'Time Out Wall' closest to their classroom's entrance/exit door. They will stay there for the remainder of the Break/Lunch time, where their teacher will meet them once the bell has rung. The teacher will receive the Yellow Card from the pupil and will have a brief consultation with both supervisor and pupil to find out the reasons why it has been given.

This Yellow Card will stay with the pupil for a rolling period of five school days and be kept in a prominent place on the teacher's desk. Another offence in the playground within this period will result in a Red Card. If the period elapses without further offence, then the Yellow Card is removed.

# Yellow Card

**Pupils will most likely get a Yellow Card (warning card) for the following reasons:**

- **Rough Play (pushing/pulling, jumping on, etc);**
- **Excluding Others;**
- **Using Unkind Words**
- **Ruining Others' Games;**
- **Not Following Instructions;**
- **Disruptive Behaviour in the Line;**
- **Leaving the Playground Without Permission;**
- **Dropping Litter.**

*This is not an exhaustive list and staff may issue yellow cards for other reasons. The voice of the child will always be heard as to why they chose to exhibit these behaviours and what they should have done.*

If a pupil is already on a Yellow Card and again chooses to break one of the agreed rules listed in Section 7.3 of this document, or one outlined above, they will be given a second Yellow Card which results in a Red Card.

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 on the school's online Incident Recording Forms with appropriate details and input given from all adults involved.

# Red Card

**Pupils will most likely get a Red Card (sanction card) for the following reasons:**

- **Fighting**
- **Bullying**
- **Being Disrespectful to Staff**
- **Damaging School/Pupil Property**
- **Causing Danger to Self/Pupils/Staff**
- **Bad Language**
- **Two Yellow Cards (within a five day period)**

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

## 9.0 Positive Reinforcement and Rewards

Whilst we have a strict code of conduct in place, it should be noted that these rules reinforce the running themes of the values and principles which underpin this policy (as stated at the beginning of the document).

It must be affirmed at this point in the policy document that ***POSITIVE PRAISE AND REWARD WILL BE MUCH MORE COMMON PRACTICE IN MEADOW BRIDGE PRIMARY SCHOOL THAN ANY SANCTION.***

We promote positive behaviour by praising and rewarding children to reinforce correct behaviour and to promote the values held by the school. The staff of Meadow Bridge Primary School are constantly looking for valid reasons to praise children for their achievement and to reward them. Pupils' positive behaviour is rewarded in a range of ways in Meadow Bridge Primary School. On any given day, in any classroom or Break/Lunch period you will observe:

- Children being verbally praised for good behaviour;
- Children being treated with respect and good manners;
- A range of stickers or stampers in classwork books for good work and/or behaviour;
- A range of positive behaviour reinforcement strategies from class to class, appropriate to age, ie 'Wow Wall', House Points (P3 - P7), 'Star of the Week', Points Boards, Golden Time, etc;
- A tiered reward system that rewards on an individual, group, and whole class level;
- A visit to the Principal to be rewarded;
- An individual mention at a whole-school Assembly.

## 9.1 Meadow Bridge 'House System'

We operate a House System at Meadow Bridge Primary School. Children from P3 – P7 are allocated into four Houses and will remain in the same House throughout their time at the school. The four Houses are Ash (Red), Willow (Green), Hazel (Orange) and Oak (Brown).

### House Captains

Each of the Houses has a House Captain and Vice-Captain who are Primary 7 pupils selected by staff and pupils to provide positive leadership to the children in their House. Their responsibilities are therefore:

- to set an example to the other children in all aspects of life at Meadow Bridge PS.
- to earn House Points and encourage others to do so.
- to organise pupils for the different House competitions and events that will run throughout the school year.
- once a term during Assembly, House Captains give feedback to the whole school about positive things regarding behaviour they have seen around school and give suggestions about any areas of improvement.
- to represent the House when collecting awards.
- to be somebody other pupils can turn to for help, support, or advice.

### **Earning House Points**

House Points can be awarded to children by all staff for a variety of reasons, for example:

- adhering to the SUPER Rules of Meadow Bridge in an impeccable way;
- polite, well-mannered behaviour towards peers and/or staff members;
- demonstrating a caring attitude towards peers;
- working to the best of their ability;
- exemplary attendance;
- putting special effort into a piece of work or project;
- neatly presented work;
- positive attitude towards work;
- a significant musical, drama, or sporting achievement;
- taking part in competitions and events;
- helpful approaches to different situations.

House Points are to be awarded using the following guidance:

- *5 House Points* for an isolated achievement (eg a one-off act of kindness, helpfulness, good work or class award of 'Star of the Week' etc).
- *10 House Points* for a sustained achievement (eg sustained good behaviour, an achieved target, hard work on a project, etc).
- *15 House Points* for a special achievement (eg something that goes above and beyond) or a group achievement (eg for winning a class-based game/project).
- *20 House Points* can be awarded for extra-special achievements (eg an extra-curricular achievement such as Academic/Music/Sporting) or for winning a School Prize/Cup given by the Senior Leadership Team

The points should be recorded on the Points Record Sheet supplied to each classroom. This should be displayed prominently at the front of the room. The points are to be recorded in numeric form, eg writing the number '5' rather than a tally or in words.

## **Losing House Points**

House Points can be deducted from children by all staff for a variety of reasons, for example:

- failing to adhere to the SUPER Rules of Meadow Bridge PS or agreed rules on a Class Charter;
- poor attitude and/or behaviour towards peers and/or staff members;
- not following designated Classroom and Playground Rules in Meadow Bridge PS.

These points should again be recorded on the Points Record Sheet supplied to each classroom, noting them in the same format in the negative section at the bottom of the sheet.

## **Collating/Counting House Points**

Every two weeks, the House Points are to be counted by the House Captains and a running total announced during our Assembly on a Friday. These will be added to the House Points display board in our foyer.

House Points are then collated and counted from the course of a Term and a final total produced at the end of Term (Christmas, Easter, June). A winning House is announced, and the children in that House are rewarded with a special seasonal treat or event.

At the end of the year, once all House Points are tallied, the House Champions will be announced. The winning House will be awarded their ribbons on the Meadow Bridge Primary School 'House Cup'.

## **House System Rationale**

This system in Meadow Bridge is aimed at encouraging a healthy team ethos and points are earned for behaviour and achievement in the classroom, around school, and at various school events/activities.

It aims to encourage a real sense of satisfaction and achievement for the children. It does not seek to displace good positive behaviour strategies that already exist in our classrooms but rather it fosters community spirit and gives the children an opportunity to contribute to something 'bigger'. The older children are positive role models and take on a pastoral role for the younger children, working together towards a shared goal.

## **10.0 Incident Recording Forms**

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. In Meadow Bridge Primary School, we use Online Incident Recording Forms (*see Appendix 4*) to keep effective records of this.

These Incident Recording Forms are a consistent method of monitoring any negative behaviour or outcomes at any point during the school day, or indeed any behaviour which negatively affects the learning experience of other members of the school community. This is especially useful as specific recording can help keep track of behaviours that lead to certain patterns developing and can be addressed by relevant stakeholders in a timely fashion.

Whilst non-teaching staff have the authority to refer serious incidents, these Incident Recording Forms are maintained by teaching staff and the Principal and will be retained throughout a child's life in our 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.

## 11.0 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 in Meadow Bridge Primary School 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 guideline for staff, parents, and pupils. It provides details as to what a pupil should expect as a reward/consequence of their behaviour but is by no means exhaustive.

### 11.1 Hierarchy of Rewards

Behaviour Displayed (in no particular order)	Likely Rewards (in no particular order)
<ul style="list-style-type: none"> <li>▪ Saying 'Please' and 'Thank You';</li> <li>▪ Treating others as you would like to be treated yourself;</li> <li>▪ Being courteous, eg holding doors for others;</li> <li>▪ Keeping the school tidy by putting litter in bins, keeping classrooms organised and taking care of property;</li> <li>▪ Helping younger pupils;</li> <li>▪ Helping a situation by telling the truth;</li> <li>▪ Admitting any mistakes;</li> <li>▪ Being a good listener;</li> <li>▪ Following instructions given by staff;</li> <li>▪ Always doing your best;</li> <li>▪ Sharing;</li> <li>▪ Taking an active part in classroom lessons;</li> <li>▪ Respecting others' views and opinions;</li> <li>▪ Showing an awareness of safety for self and others;</li> <li>▪ Including and looking out for others.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Quiet verbal praise.</li> <li>▪ Public verbal praise.</li> <li>▪ Award in line with particular class system</li> <li>▪ Sticker or certificate.</li> <li>▪ Random spot prize from any staff member.</li> <li>▪ SUPER Kid Award</li> <li>▪ Principal's Prize.</li> <li>▪ Official letter of praise home to parents.</li> <li>▪ House Points (P3 – P7)</li> </ul>

## 11.2 Hierarchy of Sanctions

Behaviour Displayed <i>(in no particular order)</i>	Likely Sanctions
<ul style="list-style-type: none"> <li>▪ Talking out of turn or shouting out.</li> <li>▪ Leaving seat at wrong time during class.</li> <li>▪ Being where you shouldn't be during the school day.</li> <li>▪ Not being properly prepared with the right equipment.</li> <li>▪ Making inappropriate noises.</li> <li>▪ Wearing jewellery that could harm the pupil's own or others' safety.</li> <li>▪ Not paying attention.</li> <li>▪ Distracting others.</li> <li>▪ Not doing a written homework.</li> <li>▪ Negative attitude.</li> <li>▪ Huffing/sulking.</li> <li>▪ Bad manners.</li> <li>▪ Using inappropriate language.</li> <li>▪ Talking behind backs.</li> <li>▪ Hitting/pushing.</li> <li>▪ Being disrespectful or displaying a bad attitude towards anyone in the school environment.</li> <li>▪ Telling lies through fear.</li> <li>▪ Deliberately telling lies.</li> <li>▪ Stealing.</li> <li>▪ Verbal aggression.</li> <li>▪ Physical aggression/violence.</li> <li>▪ Inappropriate physical contact.</li> <li>▪ Wilful damage to any property.</li> <li>▪ All forms of bullying/threatening behaviour which puts self or others in danger.</li> <li>▪ Vaping/smoking.</li> </ul> <p><b>NB:</b> Repetition or persistence in any of the above will increase the seriousness of the offence and thus the consequence.</p>	<ul style="list-style-type: none"> <li>▪ Directed 'look'.</li> <li>▪ Quick verbal 'Rule Reminder'.</li> <li>▪ Targeted, specific verbal 'Rule Reminder'.</li> <li>▪ Use of assertive tone of voice.</li> <li>▪ Pupil to be moved in the line.</li> <li>▪ Class System based sanction, eg. loss of Table Points/Golden Time Minutes.</li> <li>▪ Completion of 'Rule Reminder Page' during Break/Lunch Time.</li> <li>▪ Withdrawal of privileges, eg representing school at a sporting event.</li> <li>▪ Letter of apology to the person(s) involved.</li> <li>▪ Strike System.</li> <li>▪ Time-Out in another classroom.</li> <li>▪ Time-Out Wall at Break or Lunch.</li> <li>▪ Teacher/Pupil Meeting.</li> <li>▪ Involvement of Principal/Vice-Principal.</li> <li>▪ Placed on Daily Report Card.</li> <li>▪ Parental Consultation.</li> <li>▪ SEN Intervention.</li> <li>▪ Suspension.</li> <li>▪ Expulsion.</li> </ul> <p><b>NB:</b> These sanctions are not 'matched' to behaviours and may be administered in a combination appropriate to the incident.</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 at Meadow Bridge Primary School will use their professionalism in the distribution of appropriate rewards and sanctions. In the case of more severe sanctions, these decisions will always be taken after consultation with Heads of Key Stages, the Vice-Principal, or Principal.

## **12.0 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 and by making 'reasonable adjustments'. This can take the form of making a Daily Monitoring Diary, based not on sanctions but on rewards, for the managing and monitoring of their less desirable behaviours.

The format of these diaries will change from class to class and is designed individually to suit the age and needs of the child in question, as well as the content of their specific behaviours. 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 always travel to and from school with the child so that parent(s) are kept informed of each day's activities and progress. Parent(s) will be required to sign off on each day after reviewing the notes taken.

The 'voice of the child' is prominent in this process as targets are negotiated with the child, placed in clear, child-friendly language, and discussed regularly when both child and parent are available.

In attempting to cater for all pupils, it is sometimes necessary to call on the support of other professional support agencies from outside of school. Working closely with the school in maintaining good home - school links is the local Education Welfare Officer who can be contacted by a designated staff member, especially at those times where Safeguarding/Child Protection issues are involved. The Designated Teacher for Safeguarding is Mr A McCollum and the Deputy Designated Teacher is Ms R Stirling.

## **13.0 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 (SLT) 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:	Miss J Wortley
For children in P3 to P4:	Head of Key Stage One:	Ms R Stirling
For children in P5 to P7:	Head of Key Stage Two:	Mr A McCollum

Any further or more extreme incidents will normally involve referral to the Vice-Principal, Mr A McCollum and/or the Principal, Mr D Ball.

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:

- Removal from outside play ('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 careful collaboration and by adhering to agreed procedures and usually only when other efforts have failed to make a real improvement in a child's behaviour.

### **Time Out at 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 14.0]***

## **14.0 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 that are implemented during the school day.

### **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.

## **15.0 Consistency of Approach**

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

The current systems and procedures are regularly discussed and kept under systematic review.

## **16.0 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 for teaching and non-teaching staff;
- Appropriate training tailored to specific needs and priorities.

## **17.0 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 bi-annual cycle. We will consult with all stakeholders as to its progress and make any amendments necessary.

# S.U.P.E.R Rules

## in Meadow Bridge

# Safety

We want our school to be a safe place for everyone.

## Uniform

We want to look our best when representing school.

## Property

We want to look after our belongings and be tidy.

## Effort

We want to always try our best in everything we do.

## Respect

We want to be respectful with our words and actions.

APPENDIX 2



## APPENDIX 3

### P6 – Mr. Meadow Bridge 2023/24

This tracking sheet is to be used to manage behaviour in the classroom. If a pupil decides to break established classroom rules from the Class Charter, circle the appropriate box and record whether a telephone conversation has taken place. These are to be stored confidentially in your classroom.

## Behaviour Tracking Sheet

week-beginning: \_\_\_\_\_

<i>Name:</i>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Joe Bloggs	1 - 2 - 3 ☎	1 - 2 - 3 ☎	1 - 2 - 3 ☎	1 - 2 - 3 ☎	1 - 2 - 3 ☎
John Doe	1 - 2 - 3 ☎	1 - 2 - 3 ☎	1 - 2 - 3 ☎	1 - 2 - 3 ☎	1 - 2 - 3 ☎
Jane Bloggs	1 - 2 - 3 ☎	1 - 2 - 3 ☎	1 - 2 - 3 ☎	1 - 2 - 3 ☎	1 - 2 - 3 ☎
Jane Doe	1 - 2 - 3 ☎	1 - 2 - 3 ☎	1 - 2 - 3 ☎	1 - 2 - 3 ☎	1 - 2 - 3 ☎

# Pupil Incident Log

Pupil Name:



**MEADOW BRIDGE**  
PRIMARY SCHOOL

OPENING DOORS OF OPPORTUNITY TOGETHER

<i>Record the Date</i>	<i>Record the factual details of the incident (what took place, what was said, etc.)</i>	<i>Record the actions of any adults (Teacher, Classroom Assistant, Supervisory, Volunteer) involved</i>	<i>Record what follow-up there has been with parents/involved persons</i>	<i>Record the Teacher's Name</i>
<b>DATE:</b>	<b>INCIDENT:</b>	<b>ACTION:</b>	<b>FOLLOW-UP:</b>	<b>SIGNED:</b>
•		•	•	
•		•	•	
•		•	•	
•		•	•	
•		•	•	
•		•	•	
•		•	•	
•		•	•	