

Londonderry Primary School

Educating, Encouraging, Caring



Shaping the future with
learning, kindness and care.

A Policy on Positive Behaviour and Discipline

Londonderry Primary School is dedicated to educating pupils through high quality teaching and learning, encouraging each child to achieve their full potential and fostering a caring, respectful environment where everyone feels safe, valued and supported.

Approved by Governors: September 2025

Review Date: September 2028

A Policy for Positive Behaviour and Discipline

Policy Statement

Positive and effective school discipline is dependent and built on relationships between teachers and pupils upon which effective learning can take place. It also includes relationships among pupils, parents, teaching and non-teaching staff. Pupils will be made aware of the need for an ordered society with rules and regulations. In particular, good manners and respect for self and others and their property, as well as their own views, will be of prime importance. Parents should be aware of all school rules and their support and understanding will be sought, thus underlining the mutual responsibility for the pupils' education and the trust that needs to exist for children to maximise their potential.

The emphasis on praise and reward will be an essential part of the school philosophy. Nevertheless, sanctions are available for unacceptable behaviour and will be implemented as required. It is hoped that the pupils will see good discipline as an understanding of, and commitment to, what is appropriate behaviour at all times; also that it should be internalised through rules and regulations which are recognised as being reasonable and understandable.

Introduction

- Positive behaviour in Londonderry Primary School is regarded as central to the effective working of the school.
- Healthy relationships among all involved in the life of the school is priority and good behaviour from all pupils is expected during the school day.
- A caring environment will be maintained where each member of the school community will have a very real sense of belonging and will feel valued.
- The curriculum is designed to meet the needs of every child in the school.
- A stimulating and motivating environment will be developed in which each child will be encouraged to maximise his/her potential.

This policy will be reviewed at least every three years and may be amended from time to time as the need arises.

Aims

- To promote pupils' self-esteem to enable them to become valuable contributors to society.
- To develop good relationships amongst all pupils and adults within the school community.
- To encourage and develop children's acceptance and respect for those charged with the duty of care.
- To encourage and develop children's respect for one another, developing co-operative skills through working together.
- To encourage self-discipline and control, giving children an opportunity to develop responsibility for their own actions.
- To develop within pupils a recognition of their own emotions and those of others, and to help them develop strategies to regulate these emotions – thus having a positive impact on how they deal with day- to-day issues.
- To promote positive reinforcement rather than negative criticism.
- To develop an environment based on fairness, honesty and trust.

To fulfil these aims the pupils will be encouraged to:

- ✓ develop a respect for themselves e.g. take pride in their appearance and their work.
- ✓ develop a respect for their peers e.g. treat everyone as equals and develop an inclusive attitude.
- ✓ develop a respect for all teaching staff, non-teaching staff and visitors to the school e.g. treat with courtesy.
- ✓ develop a respect for the views of others e.g. value the opinion of others.
- ✓ develop a respect for their own and other people's property e.g. return any borrowed articles and replace anything lost or broken.
- ✓ be able to work within agreed classroom and school rules e.g. without distracting others.
- ✓ be able to work independently and co-operate with others sharing space and resources e.g. practical activities.
- ✓ be aware of the needs of others e.g. offer assistance when the opportunity arises.
- ✓ develop good manners e.g. using please and thank you when/where appropriate.
- ✓ develop the skills necessary to deal with conflict e.g. resolve problems through consultation.
- ✓ develop an understanding of being part of a wider community e.g. participating in out of school activities.

The fulfilment of these aims will also ensure the following:

For pupils, to:

- enjoy a happy, secure and settled environment.
- develop confidence and self-esteem.
- have more time for, and be receptive to, learning.

For staff, to:

- teach in a secure and settled environment.
- achieve goals and use stimulating and challenging approaches.
- gain satisfaction in their work.
- be safe in the knowledge that they have respect from both children and parents.

For parents, to:

- have effective communication between home and school.
- know that their children are safe and secure in school.

Positive Behaviour and School Discipline Procedures

The following procedures will be used to ensure that all the members of the school community deal with issues in a manner which promotes the growth and development of the pupils at the school and helps to prepare them for the opportunities, responsibilities and experiences of adult life.

We aim to create a healthy balance between rewards and consequences, with both being clearly specified. Pupils should learn to expect rewards to be both fairly and consistently applied.

Rewards should:

- Be given as soon as possible.
- Be small but tangible.
- Never be taken back.

Rewarding good/appropriate work and behaviour:

- ✓ Recognise and highlight good behaviour/work as it occurs.
- ✓ Praise children for good manners and behaving well.
- ✓ Give recognition for those who take pride in our school eg. Uniform, good manners on trips, taking care of the school grounds.
- ✓ Encourage children to be responsible for their own behaviour and standard of work produced.
- ✓ Inform parents about their children's good behaviour and work through reports, interviews and comments on pupils' workbooks.
- ✓ Use the school's digital platforms to promote positive behaviour.
- ✓ Reward individual children and groups of children for behaving and working well.

Below is a table with examples of rewards Londonderry Primary use on a regular basis:

<u>Verbal</u>	<u>Non-verbal</u>	<u>Honour</u>	<u>Material</u>	<u>Privilege</u>
Well done....	Smile	Whole class praise	Stickers	Giving responsibility
Good....	High 5	Peer praise	Star Chart	Trips or outings
I like the way...	Thumbs up	Star of the week	Gold Star	Playground buddies
Congratulations...		Sharing good work with	Certificates	Older children (KS2)
I'm really pleased...		other children and teachers	Note to parent	can assist younger children in class
Great thinking....		Photo displayed	Prizes	(P1/2)
Terrific...		Good work displayed		Golden Time
Private praise		Positive comments in books		
		End of year trophies		

Greetings by other staff		Stickers or stampers from a member of SLT Table Points Homework pass		Extra playtime at break or lunch
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Strategies for Dealing with Inappropriate Behaviour or Work

The following strategies will be used to deal with inappropriate behaviour/work in all areas of the school campus. This includes the classroom, the dining areas, and all play areas. Teachers who teach afternoon classes should follow this plan and ensure that the class behaviour book is updated with any incidents that may occur during their lessons also.

Missed playtime / Reflection time:

These will be held at breaktime. Children will discuss the reasons that they are staying indoors with the Key Stage Leader and reflect on how they could have acted differently. These will be issued by Key Stage leaders, and parents will be informed in writing outlining why this is taking place and the date it will be held.

Class Behaviour Book:

A written record of the pupil's misbehaviour must be kept in the class behaviour book, and progress reviewed regularly. This record will be sent to the Principal at the end of the school year for safe keeping.

Mildly disruptive:

Slowness to settle, talking out of turn, distracting other pupils, being inattentive, incomplete work, failure to produce homework, refusing to follow instructions, not producing their best work and inappropriate play during break and lunch times.

The class teacher will plan to address and reduce inappropriate behaviour as far as possible by:

1. Look of disapproval.
 2. Verbal reprimand and reminder of appropriate behaviour.
 3. Use of **"Traffic Lights"** at Foundation/Key Stage 1, use of **"It's Good to be Green"** at Key Stage 2.
 4. Move within classroom.
 5. Move to year group partner's classroom for ten minutes' time-out.
- A record of incidents and time-outs should be recorded in the class behaviour book.
 - After the 3rd recorded incident, the class teacher will inform the Key Stage leader who will decide if the recorded incidents warrant a missed playtime/reflection time.
 - 3 incidents of homework not being completed / not having correct equipment for class i.e. PE kit or recorder etc will incur a missed playtime/reflection time, verified by the Key Stage leader.

Any unfinished work/homework to be completed as determined by the class teacher e.g. during break or lunch time, or sent home.

Moderately disruptive:

Talking back to teaching/non-teaching staff, distracting other pupils, inappropriate language and regular failure to keep up with classwork. Behaviour which undermines the ethos of the school e.g. unsafe play, petty theft, bullying and damaging or defacing property. (In a case of alleged bullying other relevant policies will be consulted, anti-bullying/safeguarding)

1. Record incidents in class behaviour book and 'Time Out' in another class if necessary.
2. After 3rd recorded incident, the class teacher will inform the Key Stage leader who will decide if recorded incidents warrant a missed playtime/reflection time.
3. Intentional / deliberate harm towards another pupil should be reported to the Key Stage Leader and after an investigation, a decision will be made on whether the incident warrants an immediate missed playtime/reflection time.
4. Further incidents should be reported to the Key Stage Leader who will monitor the pupil and repeat offences will incur a further missed playtime/reflection time.
5. After three missed playtimes/reflection times within a consecutive three-month period, irrespective of holidays (excluding summer holidays), a referral to the Vice Principal is made by Key Stage Leader. The class teacher will invite the parents of the offending pupil to come to the school to discuss the situation with him/herself and Key Stage Leader. Failure by a parent to make/attend an appointment will be followed up by the Principal. This does not span 2 academic years.
6. The Vice Principal will monitor the pupil's behaviour/work. After another incident the Vice Principal will invite the parent to attend school for interview with the class teacher and the Vice Principal.
7. A 'Home School Diary' to record the pupil's behaviour during the school day may be introduced and used as a means of communication with parents to enable them to monitor their child's behaviour in school. Entries should contain both positive and negative aspects of the school day.

Pupils who persistently misbehave may be excluded from residential trips, educational visits and sporting activities if it is deemed that their safety or that of others may be compromised. The decision to exclude will be taken by the Principal in conjunction with the class teacher and Key Stage Leader.

Key Stage Leaders and the Vice Principal have the discretion to bypass sanctions if deemed necessary.

Seriously disruptive:

Aggression, violence, defiance, blatant disrespect.

Should the above procedures fail to bring about an improvement in the pupils' work/behaviour the Vice Principal will refer the matter to the Principal.

1. The Principal will invite the parents for a meeting. The class teacher will also be present.
2. If the pupil continues to act in an inappropriate manner, the following steps will be implemented:
 - Lunchtime debarment.

- Suspension—EA Procedures will be followed.

3. For extreme behaviour beyond that already identified, the Board of Governors reserves the right to request the expulsion of the pupil from school.

At any stage of the discipline process the staff of the school may seek advice and support from the EA Area Support Team.

Where appropriate, relevant outside agencies (e.g. PSNI, Social Services) will be informed.

Depending on the severity of the behaviour, at the start of the following academic year the Principal has the discretion to begin a pupil at this seriously disruptive stage.

The Principal has the discretion to by-pass any sanction or stage according to the severity of the incident. Sanctions from previous stages may also be implemented if deemed necessary.

Reasonable Adjustments for SEN

There will be times when approaches and/or consequences may need to be amended to meet the needs of a child with SEND or persistent behaviour of a negative nature. Discretion will be used to decide the most appropriate sanction depending on the nature/seriousness of the issue.

A high standard of behaviour is expected from all pupils that attend Londonderry Primary School. However, if this proves challenging to pupils with additional needs, this will be reflected in their individual PLP.

Stage 1:

Early identification of pupils presenting behavioural problems; class teacher will draw up a Pupil Action Plan (PAP).

Stage 2:

In collaboration with the class teacher, the SENCo will draw up a PLP to indicate strategies proposed by the school to manage the child's behaviour, with arrangements for monitoring and reviewing the success of these strategies. Consultation will be sought from parents and pupils alongside the SENCo and class teacher.

Stage 3:

The SENCo will draw up an individual risk assessment / contract agreement that will be agreed by the class teacher and parent. The child may also be involved in this process.

Referral made to outside agencies such as:

EA Educational Psychology.

EA Behaviour Support Team.

Stage 4: (including suspension and expulsion)

When appropriate support has been implemented, monitored and reviewed but a pupil's behaviour continues to cause significant risk to self or others in the school community, the Risk Assessment will be

updated. This will involve the class teacher, SENCo and Principal. A short period of suspension may be considered to allow time for an updated Risk Assessment and reasonable adjustments to be made. As part of a planned return to school, parents/guardians will be requested to attend a meeting with the Principal to agree the updated Risk Assessment, reasonable adjustments and future consequences. If, when all appropriate supports and guidance have been implemented and reviewed, a pupil continues to be unable to follow the safety rules, the Principal may consider alternative arrangements to formally suspend a pupil for a fixed period or, as a last resort, move towards expulsion proceedings.

Afternoon Class Cover 2-3pm:

The following steps should be followed when a class/pupil becomes disruptive with their afternoon cover teacher. Underpinning these procedures, the PD time of the KS1/KS2 teacher should be protected.

Stage 1:

1. Key Stage 1/2 leader should be sent for to speak with the class or individual about their behaviour.
2. Key Stage leader will decide if further action is required: if it is an individual child (*report to class teacher, timeout from class, phone call home, reflection time*).
3. If the entire class is involved, the Key Stage leader will discuss respectful behaviour when in an afternoon class and reinforce rules and expectations.
4. In the future, when the class teacher brings their class to their afternoon classroom, they should place the children appropriately, separating groups of children that do not tend to work well together. If they are not bringing the children directly to the classroom, a seating plan should be provided.
5. Impromptu follow-up visits by the Key Stage leader should take place to ensure the expected behaviour / respect is being demonstrated during the afternoon class.

Stage 2:

1. If the Key Stage leader observes little improvement the Vice Principal will take over followed by the Principal.
2. In this instance the Vice Principal will make random checks on the class in question to monitor behaviour. The Vice Principal will speak with class/pupil if necessary, during this visit.
3. If there is little improvement the Vice Principal will contact the parents of the pupil and a missed playtime/reflection time may be given.
4. If misbehaviour continues the pupil may be required to spend 2-3pm with a different afternoon cover teacher. The Principal will be informed.

Lunchtime supervision

The following steps should be followed when a pupil becomes disruptive over the lunchtime period. All moderately distributive behaviour should be reported to the class teacher at the end of lunch. In the instance of seriously disruptive behaviour the key stage leader should be sent for immediately.

Mildly Disruptive:

These should be dealt with in the playground and there is no need to carry on investigations back in the classroom.

Name calling, low level annoyance to other children, not playing a game fairly.

1. Verbal reprimand of appropriate / expected behaviour.
2. A further verbal reprimand and a warning that if the behaviour does not stop immediately the child will either walk around with the lunchtime supervisor or spend the remainder of lunch on a time out on the playground bench.
3. Time out in the playground or walking with supervisor.

Moderately Disruptive:

These should be reported to class teacher and further investigations may take place with the class teacher.

Continued rough play, deliberately spoiling playground games, talking back to adults, inappropriate language.

1. Verbal reprimand of appropriate / expected behaviour.
2. A further verbal reprimand and a warning that if it does not stop immediately the child will either walk around with the lunchtime supervisor or spend the remainder of lunch on a time out on the playground bench.
3. Time out in the playground or walking with supervisor.
4. Send for key stage leader if these sanctions are not adhered to.

Seriously Disruptive:

These should be reported to class teacher / key stage leader and further investigations will take place with the key stage leader.

Damaging property, aggression, defiance, blatant disrespect, leaving school playground without permission.

1. Verbal reprimand of appropriate / expected behaviour.
2. Send for key stage leader.

Substitute Teacher Cover:

When cover is required, the class teacher is responsible for informing the substitute teacher and Key Stage leader of any potential issues. It is recommended that a clear copy of the class behaviour strategies should be left for the substitute teacher to follow. In the case of an un-planned absence, the Key Stage Leader should make the substitute teacher aware of any potential issues and check in on the class throughout the day. It is good practice for a substitute teacher to leave a brief written report for the class teacher outlining any pastoral, behavioural or academic issues experienced throughout their time in the classroom.

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Acting Principal: Mrs L Weir

Date:

Dear Parent/Guardian

I wish to inform you that your son/daughter has been placed in a missed playtime at break time on because
.....

I look forward to your co-operation in this matter and trust that you will explain to your son/daughter that, in future, he/she must conform to standards of behaviour/work expected in our school as detailed on our policy on Positive Behaviour and Discipline, a copy of which is available on request.

Thank you for your support.

Yours sincerely,

.....

Class Teacher

.....

Key Stage Leader

Londonderry Primary School

Glenbrook Road · Newtownards · Co. Down BT23 4EY
Telephone: 028 9181 4325 · Fax: 028 9182 3827

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Acting Principal: Mrs L Weir

Date:

Dear Parent/Guardian

As your son/daughter has had 3 missed playtimes, I would like to request a meeting with you regarding his/her behaviour/work. The Key Stage Leader,, will also be present at the meeting.

Please contact the school as soon as possible to arrange a suitable time for an interview.

Thank you for your co-operation in this matter.

Yours sincerely,

.....

Class Teacher

Londonderry Primary School

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Telephone: 028 9181 4325 · Fax: 028 9182 3827

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Acting Principal: Mrs L Weir

Date:

Dear Parent/Guardian

I am writing to inform you that has continued to display inappropriate behaviour/work after further missed playtimes.

Please contact the school as soon as possible to arrange a meeting with myself and the class teacher to find a resolution to this situation.

Thank you for your continued support and co-operation.

Yours sincerely,

.....
Mr G Adams
Acting Vice-Principal)

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Acting Principal: Mrs L Weir

Date:

Dear Parent/Guardian

Your son/daughter has been referred to me regarding his/her behaviour/work. Previous attempts to find a resolution have not been successful. I would therefore ask you to contact school to make an appointment as soon as possible with myself and his/her class teacher.

Thank you for your co-operation.

Yours sincerely

.....

Mrs L Weir
(Acting Principal)

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