



HOLY FAMILY
PRIMARY & NURSERY SCHOOL

Promoting Positive Behaviour Policy

Review Details		Date
Consultation	Staff	
	Pupils	
	Parents / Carers	
Ratification		
Next review date:		March 2027

PROMOTING POSITIVE BEHAVIOUR POLICY

Introduction

At Holy Family Primary and Nursery School we strive to provide an ethos in which fairness, tolerance, compassion and forgiveness permeate all relationships within the school community. High standards of respect, self-discipline, commitment and sensitivity will be sought and everyone will be encouraged to set and achieve the highest personal, academic and social goals.

Whilst we recognise that bullying occurs in all schools, the staff and governors at Holy Family will always endeavour to promote an anti-bullying culture consistent with our policy and positive ethos. Staff, with the support of the vice principal and principal, will always address witnessed, reported or suspected incidents of bullying behaviour, using the TRIP model (**T**argeted, **R**epeated, **I**ntentional, causing **P**hysical or **P**sychological harm). Please see our Addressing Bullying Behaviour policy for more detail.

Our Board of Governors have a legal responsibility to provide not only a safe place of work for the employees, but also a safe system of work. (NI Safety at Work Order 1978). As part of their pastoral care responsibilities our Board of Governors and principal also have a common law duty of care towards our pupils, as well as a statutory responsibility for discipline and good behaviour in the school. (The Education (NI) Order 1998).

Mission Statement

Our school is an all-inclusive learning community dedicated to nurturing the intellectual, physical, spiritual, moral, social and emotional development of each individual. The school encourages all to realise their full potential in a caring, and engaging Catholic environment.

This mission is secured by the school working in partnership with parents, the Church and the extended community.

Statement Of Principles

Holy Family Primary and Nursery School will always be concerned with creating a caring, Christian community in which every member feels valued, supported and happy. All staff will strive to provide an ethos in which fairness, tolerance, compassion and forgiveness permeate all relationships within the school community. High standards of respect, self-discipline, commitment and sensitivity will be sought and everyone will be encouraged to set and achieve the highest personal, academic and social goals. **The safety, welfare and development of everyone in our school community will be of paramount importance to all staff and governors.**

The United Nations Declaration on the Rights of the Child asserts that: *"All actions should be in the best interests of the child"*. It further declares that: *"Children have the right to:*

- a. Education aimed at developing personality, talents, preparing the child for an active adult life" and that the "administration of school discipline is to reflect the child's human dignity".
- b. "Love, understanding and care"
- c. "Protection from all forms of physical or mental violence".

We, the community of Holy Family Primary and Nursery School agree with these declarations and affirm that through the good practices outlined in our policy, we will always act in the best interests of our children.

Aims Of The Policy

- To promote learning for all pupils.
- To make it easier for the teacher to teach effectively.
- To enhance the pupils' self-esteem and foster self-respect and respect for others.
- To encourage the pupils to develop independence by accepting the need for self-discipline and self-control and taking responsibility for their own behaviour.
- To develop the pupils' interpersonal skills and their ability to work co-operatively with others to resolve problems and potential or actual conflict.
- To have the endorsement and active support of parents.

Professional Development

The development of the school's Promoting Positive Behaviour policy is continually ongoing, and opportunities to attend professional development courses regarding issues connected with the policy will be afforded to teachers, assistants and supervisors as they become available from external agencies and / or are developed from within the school.

Rights And Responsibilities

Parents / guardians and teachers have discrete and complementary roles in the education of children. Parents/ guardians have a legal responsibility to make sure that their children go to school regularly and on time. It is also important that they accept a more general responsibility to support school policies on behaviour and discipline.

The school has a responsibility to keep parents / guardians informed about their child's progress and to draw any issues of concern to parents' / guardians' attention so that they can be involved in supporting necessary action. A good partnership between home and school reinforces learning at school. Conversely, it should be acknowledged that a poor relationship between parent/ guardian and school can be detrimental to a child's educational development.

Pupils have a right to:

- Be valued as members of the school community;
- Get help when they seek it;
- Make mistakes and learn from them;
- Be treated fairly, consistently and with respect;
- Be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon;
- Be taught in a pleasant, well-managed and safe environment;
- Work and play within clearly defined and fairly administered codes of conduct;
- Experience a broad, balanced and suitably differentiated curriculum;
- Develop and extend their interests, talents and abilities.

Pupils have a responsibility to:

- Come to school on time, with homework done, and suitably equipped for their lessons;
- Respect the views, rights and property of others, and behave safely in and out of class;
- Co-operate in class with the teacher and with their peers;
- Work as hard as they can in class;
- Conform to the conventions of good behaviour and abide by school rules, including those related to uniform;
- Seek help if they do not understand or are in difficulties;
- Accept ownership for their own behaviour and develop the skill of working independently.

Teachers have a right to:

- Work in an environment where common courtesies and social conventions are respected;
- Express their views and contribute to policies which they are required to reflect in their work;
- A suitable career structure and opportunities for professional development;
- Support and advice from senior colleagues and external bodies;
- Adequate and appropriate accommodation and resources.

Teachers have a responsibility to:

- Behave in a professional manner at all times;
- Ensure that lessons are well prepared and that homework is appropriately set and constructively marked;
- Show interest and enthusiasm in the work in hand and in their pupils' learning;
- Listen to the pupils, value their contributions and respect their views;
- Be sympathetic, approachable and alert to pupils in difficulty or falling behind;
- Adopt a restorative approach to pupils' behaviour misdemeanours (see Appendix 1);
- Identify and seek to meet pupils' special / additional needs through the SEN Code of Practice;

- Share with the parents any concerns they have about their child’s progress or development;
- Expect high standards and acknowledge effort and achievement;
- Pursue opportunities for personal and professional development.

Parents / guardians have a right to:

- A safe, well-managed and stimulating environment for their child’s education;
- To have their enquiries and concerns dealt with sympathetically and efficiently;
- Be informed promptly if the school has any concerns about their child;
- Be well informed about their child’s progress;
- Be well informed about school rules and procedures;
- A broad, balanced and appropriate curriculum for their child;
- Be involved in key decisions about their child’s education;
- A suitably resourced school with adequate and well-maintained accommodation.

Parents/ guardians have a responsibility to:

- Ensure that their child attends school regularly and arrives in good time, with homework done, and suitably equipped for their lessons;
- Be aware of school rules and procedures, and encourage their child to abide by them;
- Show interest in their child’s classwork and homework;
- Act as positive role models with their child in their relationship with the school;
- Attend planned meetings with their teachers and support school functions;
- Provide the school with all the necessary background about their child, including telling the school promptly about any concerns they have about school, or any significant change in their child’s medical needs or home circumstances.

Promoting Positive Behaviour – A Whole School Initiative

The staff and governors in consultation with the pupils have agreed that the following behaviours are either desirable or undesirable in the creation of a safe and productive atmosphere which is conducive to learning and the development of positive relationships.

<u>Desirable Behaviour</u>
<ul style="list-style-type: none"> • Demonstrating a positive self-image and the confidence to engage successfully in activities • Showing respect for the views, ideas and properties of others • Recognising that all have a right to share in and contribute to the learning • Co-operating with the teacher and with their peers • Applying themselves to the task and working to the best of their ability • Being courteous and well-mannered at all times • Being honest at all times • Wearing the school uniform in full and with pride (including following rules about acceptable jewellery / make-up)

<u>Undesirable Behaviour</u>
<ul style="list-style-type: none"> • Being unkind to others, including engaging in any form of bullying • Calling out in class, interrupting others and being inattentive when others are contributing to the learning • Displaying a lack of interest in learning and preventing others from learning • Being discourteous and ill-mannered • Being dishonest • Defacing or destroying the belongings of others or school property • Directing inappropriate and / or abusive language towards others (pupils and / or adults) • Acting aggressively or with violence towards other pupils or adults. • Refusing to follow school uniform guidelines (including those relating to jewellery / make-up).

Our Holy Family motto is **DTRT: Do The Right Thing**. This is promoted throughout the school.

In Holy Family Primary and Nursery School we aim to emphasise, encourage and highlight desirable behaviour. This is done through a variety of initiatives:

- a. Monthly Award Scheme in which individuals are chosen each month by the class teacher to be recognised for their efforts under the following headings:
 1. Overall Pupil of the Month (Special prize & certificate) - Primary 2 – Primary 7
 2. Maths Magician of the Month (certificate) – Primary 3 – Primary 7
 3. Literacy Leader of the Month (certificate) – Primary 3 – Primary 7
 4. Personal Development – Quality of the Month (certificate and snack treat with vice principal) – Primary 3 – Primary 7
- b. Praise / incentives / rewards given by class teachers on a daily/weekly or monthly basis to children who behave well.
- c. Behaviour charts / home school communication books for children who are trying to improve their behaviour daily.
- d. 'Privilege time' - usually up to 30 minutes per week ("Happy Half Hour" / "Golden Time") given by the teacher to all pupils who have built up "time points" by their good behaviour, during which time pupils may use a computer/iPad, play educational games, complete art or project work or similar.
- e. The timetabled presence of the principal, vice principal, teachers, assistants and supervisors at breaktime, lunchtime in corridors, eating areas or playgrounds, and at the school paths and exits at home time.
- f. "Be a good example" - ask children staff and parents to model good behaviour for others. We try to "catch the children being good" and emphasise this good behaviour for others to imitate.
- g. Responsibilities for pupils who are improving their behaviour - encourage greater responsibility for own actions (e.g. lunchroom, supporting the younger children and acting as messengers.)
- h. FS/KS1 and KS2 House Systems are used to encourage children to behave well and promote effort, working together, excellence and a caring attitude towards others. Points are awarded to each of the 4 houses in each key stage on a weekly basis and totalled monthly. A reward is given to the top two houses at the end of each month.
- i. Star Awards for KS2 pupils: pupils can achieve black (P5), blue (P6), and red (P7) star awards at the end of each year by meeting a set of goals which reflect the Holy Family ethos (behaviour, attendance, attitude to work, contribution to the life of the school and physical challenge).

SCHOOL RULES

The school rules outline the behaviour expected of all pupils in attendance at Holy Family. It is recognised that the majority of pupils in Holy Family Primary and Nursery School adhere to the rules and are well behaved.

The staff of the school will make the pupils' school time as interesting and engaging as possible, matching work to their needs and making the pupils fully aware of the rules. In addition, it is vital to maintain good relationships where staff and pupils can admit mistakes, make apologies, show respect and be shown respect. In these ways the children will always be encouraged to behave well, following the good example of adults and other pupils in the school.

The phase groups (Nursery, P1-P3, P4&P5, P6&P7) have agreed a code of conduct. This acts as a guidance for appropriate behaviour and expectations of children at different stages of their development. It is placed in each child's reading record / sent home at the beginning of the year and both parent and child are asked to sign it, thereby agreeing with the code.

Nursery

School

- We always talk quietly in school
- We keep our school clean and tidy.
- We look after our toys and books.
- We always walk in the classroom.
- We always walk on our way to and from school.

Our Friends

- We are kind and good to our friends.
- We share with our friends.

Outdoors

- If anyone gets hurt we tell the teachers.
- We are careful when we are sliding or jumping or climbing or riding our bikes.

Storytime

- We sit in the quiet room quietly.
- We listen carefully and don't interrupt.

Milk time

- We wash our hands before break.
- We tuck in our chairs when we have finished.

Dinner time

- We sit quietly at the table.
- We use our knives and forks and spoons.
- We say please and thank-you.

P1 – P3

- We are kind
- We tell the truth
- We keep our hands and feet to ourselves
- We do as we are asked when we are asked
- We do our best

D.T.R.T.

P4 – P5

- We treat everyone with respect
- We follow directions from all adults
- We keep hands, feet and objects to ourselves
- We use equipment and facilities safely and responsibly
- We try our best
- We are kind

D.T.R.T.

P6 & P7

- We respect and listen to all the adults we meet in school
- We show good manners at all times
- We are honest and truthful
- There is no name calling or physical contact
- We treat others as we would like to be treated

D.T.R.T.

Rewards And Sanctions

A system of incentives and sanctions, applied consistently by all staff, will seek to establish and maintain a climate in which pupils come to appreciate what constitutes acceptable behaviour and positive attitudes. Behaviour and attitudes of this nature will be regularly celebrated at class and at school level. The positive behaviour of the majority of pupils will not be taken for granted but will be affirmed at all levels. Similarly, instances of poor behaviour will be challenged and responded to by sanctions in the form of stepped consequences. These will be applied in a manner that is both fair and consistent and in a calm and measured tone. At all stages, pupils will be encouraged to make appropriate behaviour choices in the understanding that each choice will lead to a pre-determined consequence. They will be encouraged at all times to accept responsibility for their own behaviour. (See Appendix 2 for phased rewards and sanctions.)

Extreme Behaviours

Our policy and practice consistently seek to promote a climate of positive behaviour. However, there are some occasions when the behaviour by its very seriousness, and often by its frequency, must warrant more radical approaches, including extreme measures such as suspension and / or expulsion. To do otherwise may jeopardise the safety and education of others.

Extreme behaviours include: violent conduct, bullying, theft, fighting, vandalism, serious verbal or written abuse (this list is not exhaustive), **and records of such incidents must be made by the teacher and shared with the vice-principal.**

These misbehaviours require the immediate reporting by the vice principal/or principal to the parents /guardians with the onus on the parents / guardians to ensure that the pupil complies with the school's rules / Code of Conduct.

Suspensions And Expulsions

Suspensions and expulsions are a last resort if all other strategies have failed. Only the principal or his/her representative can suspend a child or children.

In line with the ethos of Holy Family we will continually strive to have 0 suspensions and 0 expulsions. The Board of Governors will refer to the C.C.M.S. "Scheme for Suspension and Expulsion of Pupils attending Catholic Maintained Schools" if the need arises.

Supporting Children With Special Educational Needs.

Holy Family Primary and Nurse School is a nurturing school and as such the staff is vigilant for children who may be in need of emotional and behavioural support. Staff have received both external and in-house advice on supporting these children. This support may be in the form of visual prompts, access to classroom calm areas / sensory room and frequent brain breaks. Additionally, we operate a Nurture Unit and an Early Education Support Unit (EESU) to provide for children with this type of need. A child who is identified as having emotional and behaviour difficulties is, in the first instance, referred to the school's Special Educational Needs Co-ordinator who will assess his/her type and level of difficulty. If he / she finds the child to be in need of statutory assessment he/she will be referred to the Educational Psychologist who will make recommendations as to how the school should proceed. This may include drawing up a contract between the school and the child /parent to promote specific behaviours.

The school will access external support through :

- Educational Psychology Service;
- Education Welfare Office;
- Child Protection Officers (EA CPSS & CCMS);
- Behaviour Support Team;
- Early Intervention Service – Action for Children
- RISE NI
- Family Support Hub (Dunluce Centre);
- Social Services;
- NSPCC;
- Alternative Education Provision specified in statements of Special Educational Needs;

Risk Assessments and Risk Reduction

Risk Assessments and Risk Reduction plans will be used in instances where:

- a pupil's behaviour poses a risk to him/herself
- there is a concern that a pupil's behaviour could result in another pupil or staff member getting hurt.

Teaching staff at Holy Family have all completed EA Risk Assessment training (2024-2025).

The High Five newsletters will be shared with parents (a resource pack for families and primary aged pupils in relation to staying safe physically but also emotionally and mentally using the Health and Social Care Take 5 framework) will be shared with parents via the SIMS app and social media.

Parents will be encouraged to download and access the Safer Schools NI app. This will be signposted to parents via the SIMS app, social media and monthly communication.

Tracking, Monitoring and Assessment

- All teaching staff will work with their classes to create a "Class Plan for Learning" (see Appendix 3) specific to their class. These will be reviewed and updated with the children on a half-termly basis.
- All staff members will follow the stepped procedure (see Sanctions – Appendix 2)
- Teaching staff will record any incidents of inappropriate behaviour on the class behaviour record sheet (stored within the class pupil profile) and report these to the vice principal;
- The vice principal will liaise with teaching staff termly (or more frequently if necessary) to have up to date knowledge of children who present as a concern;
- The vice principal will keep records of children who engage in inappropriate behaviours. After informing parents / guardians, he/she will work with the children using a restorative approach to address the behaviours.
- In the case of suspected or alleged bullying, the class teacher in consultation with the vice principal and / or principal will complete part one of the Bullying Concern Assessment Form (BCAF) using the TRIP model.
- Serious offences will be recorded on SIMS / Bromcom.
- The vice principal will create an annual report for the Board of Governors in relation to behaviour monitoring.

Related Policies

The Promoting Positive Behaviour policy is one which sits with others within the overarching Pastoral Care Policy. Other policies which are closely linked to this policy include:

- Child Protection policy
- Safeguarding policy
- Addressing Bullying Type Behaviour policy
- SEN policy
- Attendance policy
- E-Safety policy

Consultation and Policy Review

Consultation

We value and respect the views and contributions of our school community. Therefore, as part of this policy development and review, we have consulted with pupils, parents/carers, staff and governors.

Staff Consultation: This includes entire policy and procedure consultation.

Parental Consultation: This involves the policy document with an accompanying feedback form being sent to all parents via the SIMS app.

Pupil Consultation: This involves all pupils consulted upon in respect to the expected standard of behaviour across the school. Pupils will also contribute to their class plans for learning.

Governor Consultation: This involves governor consultation during the draft stage of the policy document. The governors will be responsible for the final decision in respect to policy adoption.

Policy Review

This policy will be reviewed in consultation with pupils, staff, parents and governors:

- every 2 years or
- following any complex incident which highlights the need for such a review,

- when reviewing other associated policies, such as the Pastoral Care policy, the Safeguarding policy and the Addressing Bullying Type Behaviour policy
- in response to a recommendation by the Education and Training Inspectorate
- following new guidance as directed by the Department of Education.

A copy of this policy is available online at www.holyfamilyps.com. Parents/guardians can also request a hard copy by contacting the school office on *02871267798* and *info@holyfamilyps.derry.ni.sch.uk*

The next planned review date is March 2027.

Appendix 1

Adopting a Restorative Approach when Managing Pupils' Behaviour

Restorative Questions

- **What happened?**
- **What were you thinking/feeling at the time?**
- **What are you thinking/feeling now?**
- **Who's been affected by what happened and how?**
- **What do you/they need?**
- **What needs to happen to make things right?**

Appendix 2
Primary 1 – Primary 3

Rewards

1. Verbal praise / compliments
2. Stamps / stars / stickers / house points
3. Class Applause
4. Treats (nut free)
5. Celebrate success with other teachers / learning assistants
6. Celebrate achievements with home
7. Celebrate achievements on Twitter / school website
8. End of week treat (nut free)
9. Star of the week - certificate
10. Magic bag / prize box
11. Send pupil to pastoral / standards leader to acknowledge success
12. Send pupil to VP to acknowledge success
13. Send pupil to principal to acknowledge success
14. Monthly rewards – pupil of the month; maths award; literacy award; AR / Athletics (P3 only)
15. Acknowledgement in newsletter
16. Monthly treat for 100% attendance
17. Termly Certificate / treat for 100% attendance
18. House Team Winners treat - monthly
19. End of Year Prize Giving Ceremony

Sanctions

1. Reasoning with the pupil (Use of PATHS self-management visual cards / prompts / Use of restorative questions)
2. Give the pupil a chance to behave appropriately
3. Visual behaviour management system
4. Separate pupil within the classroom temporarily (initially 5 minutes, extending to duration of lesson if necessary)
5. Reduction of play / hold an adult's hand / walk with an adult for a set time
6. Loss of playtime (initially 5 minutes, extending to a full session, unless it is an extreme situation)
7. Pupil sent to another class (within the year group) temporarily (5 – 10 minutes)
8. Teacher to speak to parent / guardian to establish the need to improve behaviour – discuss sanctions moving forward
9. Liaise with SENCo and monitor behaviour using set proforma
10. Create PLP with behaviour targets
11. Refer to VP
12. Principal informed and behaviour modification proforma presented weekly
13. Seek support / advice from outside agency; make necessary referrals
14. Loss of playtime (full break and lunch sessions for a maximum of 5 days in an extreme situation)
15. Teacher and VP meet with parents to discuss behaviour modification; set review meeting
16. Risk assessment implemented which may require a reduced timetable
17. Parent invited to meet principal with VP
18. Educational Psychology referral
19. Exclusion from class rewards / House Trip (based on a risk assessment)
20. Suspension
21. Expulsion

Primary 4 and 5

Rewards

1. Verbal praise / compliments
2. Stamps / stars / stickers / house points
3. Class Applause
4. Treats (nut free)
5. Homework pass (limited use: no more than 1 per month only - specific to behaviour)
6. Celebrate success with other teachers / learning assistants
7. Celebrate achievements with home
8. Celebrate achievements on Twitter / school website
9. Golden Time
10. Star of the week - certificate
11. Send pupil to pastoral / standards leader to acknowledge success
12. Send pupil to VP to acknowledge success
13. Send pupil to principal to acknowledge success
14. 5 minutes extra playtime on a Friday for best line all week on the playground (teacher on duty to score daily)
15. Monthly rewards assembly – pupil of the month; maths award; literacy award; quality award; AR / Athletics
16. Acknowledgement in newsletter
17. Termly treat for 100% attendance
18. House Team reward (monthly)
19. Star Award (P5)
20. End of Year Prize Giving Ceremony

Sanctions

1. Reasoning with the pupil (including advice on how to improve behaviour)
2. Give the pupil a chance to behave appropriately
3. Visual behaviour management system
4. Separate pupil within the classroom temporarily
5. Partial loss of playtime (initially 5 minutes, extending to a full session, unless it is an extreme situation)
6. Loss of playtime (initially 1 full session, extended if necessary)
7. Child writes an apology note to be countersigned at home
8. Parent/guardian informed and support requested by the teacher; pupil to take responsibility for his/ her actions
9. Restorative justice meeting between teacher, VP and pupil – pupil is made fully aware of the impact of their behaviour on others
10. Pupil sent to another class within the year group temporarily (for 10 minutes initially, extending to the duration of the lesson)
11. Child sent to another class in a different year group, temporarily (for 10 minutes initially, extending to the duration of the lesson)
12. Liaise with SENCo and monitor behaviour using set proforma
13. PLP created with behaviour targets
14. Refer to VP and involve in behaviour modification proforma
15. Principal informed and behaviour modification proforma presented weekly
16. Seek support / advice from outside agency; make necessary referrals
17. Loss of playtime (full break and lunch sessions for a maximum of 5 days in an extreme situation)
18. Teacher and VP meet with pupil and parents to discuss restorative justice; set review meeting
19. Risk assessment implemented which may require a reduced timetable.
20. Educational Psychology and / or counselling advice sought / referral made
21. Parent invited to meet principal with the VP
22. Exclusion from class rewards / House Team reward (based on a risk assessment)
23. Temporary suspension from base class (5 school days), if appropriate and evidence based
24. Suspension
25. Expulsion from base class, if appropriate and evidence based
26. Expulsion

Primary 6 and Primary 7

Rewards

1. Verbal praise / compliments
2. Stamps / stars/ stickers/house points
3. Class Applause
4. Treats (nut free)
5. Homework pass (limited use: no more than 1 per month only – specific to behaviour)
6. Celebrate success with other teachers / learning assistants
7. Celebrate achievements with home
8. Celebrate achievements on Twitter / school website
9. Golden Time
10. Star of the week - certificate
11. Send pupil to pastoral / standards leader to acknowledge success
12. Send to VP to acknowledge success
13. Send to principal to acknowledge success
14. 5 minutes extra playtime on a Friday for best line on the playground
15. Monthly rewards assembly – pupil of the month; maths award; literacy award; quality award; AR / Mathematics
16. Acknowledgement in newsletter
17. Termly treat for 100% attendance
18. House Team reward (monthly)
19. Star Award
20. End of Year Prize Giving Ceremony

Sanctions

1. Reasoning with the pupil (including advice on how to improve behaviour)
2. Give the pupil a chance to behave appropriately
3. Visual behaviour management system
4. Separate pupil within the classroom temporarily (initially a week)
5. Loss of playtime (full session, initially)
6. Child writes an apology note to be countersigned at home
7. Parent / guardian informed and support requested by the teacher; pupil to take responsibility for his / her actions
8. Restorative justice meeting between teacher, VP and pupil
9. Pupil sent to another class within the year group temporarily (initially 1 full session, extended if necessary)
10. Child sent to another class in a different year group, temporarily (for 10 minutes initially, extending to the duration of the lesson)
11. Teacher to speak to parent / guardian to establish the need to improve behaviour
12. Liaise with SENCo and monitor behaviour using set proforma
13. PLP created with behaviour targets
14. Refer to VP and involve in behaviour modification proforma
15. Principal informed and behaviour modification proforma presented weekly
16. Seek support / advice from outside agency; make necessary referrals
17. Loss of playtime (full break and lunch sessions for a maximum of 5 days in an extreme situation)
18. Teacher and VP meet with pupil and parents to discuss restorative justice and action planned; set review meeting
19. Risk assessment implemented which may require a reduced timetable
20. Educational Psychology and / or counselling advice sought / referral made
21. Parent invited to meet principal with the VP for creation of reviewed action plan with review times built in
22. Exclusion from class rewards / House Trip (based on a risk assessment)
23. Temporary suspension from base class (5 working days), if appropriate and evidence based
24. Suspension
25. Expulsion from base class, if appropriate and evidence based.
26. Expulsion

NB More than one strategy may be required

Appendix 3

Our Shared Values	Rights	Responsibilities	Behaviours for Learning	Expectations: Rules and Routines:
<p>It is important that everyone in our class:</p> <ul style="list-style-type: none"> • • • • 	<p>In our class everyone has the right to:</p> <ol style="list-style-type: none"> 1. 2. 3. 	<p>In our class we all have a responsibility to enable everyone to:</p> <ol style="list-style-type: none"> 1. 2. 3. 	<p>Our current Behaviours for Learning are:</p> <ol style="list-style-type: none"> 1. 2. 3. 	<p>Our class has agreed to:</p> <ol style="list-style-type: none"> 1. 2. 3.
	<p>Positive Classroom Outcomes:</p> <ol style="list-style-type: none"> 1. 2. 3. 		<p>Rewards</p>	<p>Sanctions</p>