



Promoting Positive Discipline and Behaviour Policy

Ratified	Reviewed	Review Date
November 2018	November 2022	November 2024

PROMOTING POSITIVE BEHAVIOUR

The Board of Governors and staff of St. MacNissi's Primary School take a thorough and professional approach to their responsibilities in relation to promoting positive behaviour (PPB). Whilst anti-bullying week has a particular focus in November each year, St. MacNissi's encourages all children to promote positive behaviour every day.

We feel a policy is necessary to ensure a consistent approach by all members of staff, to develop an effective partnership with parents and to provide a clear statement, to all, how St. MacNissi's Primary School addresses specific issues.

This policy will be regularly reviewed in light of Addressing Bullying in Schools Act (Northern Ireland) 2016, brought into effect during academic year 2019/20.

Playground Rules (Appendix 2) devised 2017/18 academic year, by children and staff using whole approach to anti-bullying (Diana Award – initiation of anti-bullying ambassadors in 2017/18 academic year). School participating in the scheme 2018/19 academic year.

In addition, the student council are key focus in the out workings of the policy and work closely with the anti-bullying ambassadors. Cyber bullying is also addressed through regular assemblies / ICT.

The general principles, which underpin our work, are those set out in the UN Convention on the Rights of the Child and are enshrined in the Children (Northern Ireland) Order 1995, "Co-Operating to Safeguard Children and Young People in Northern Ireland" (DOH, 2017), the Department of Education (Northern Ireland) guidance "Safeguarding and Child Protection in Schools" (DENI Circular 2017/04) and the Safeguarding Board for NI Core Child Protection Policy and Procedures (2017).

It is important that the information contained in this policy is sufficiently detailed to provide clear guidance in relation to the following:

Section 1 Introduction:

- Promoting Positive Behaviour - Guidelines for Primary Schools
- The Ethos of St. MacNissi's Primary School
- The aims of our PPB Policy

Section 2 Implementation:

- Rights and Responsibilities of Children, Teachers and Parents
- The Responsibility of The Board Of Governors, Principal, Senior Management Team And The SENCO
- Promotion of Positive Behaviour
- A Stepwise Approach to Behaviour Management
- Rules and Routines
- Definition of Undesirable Behaviour And Sanctions
- Pupils with Special Educational Needs
- Recording Complaints and Incidents
- Monitoring and Evaluation of Our Promoting Positive Behaviour Policy

Section 3 Appendices:

- Appendix 1 Legislative Context
- Appendix 2 Playground Rules
- Appendix 3 Positive Behaviour Weekly Report Card
- Appendix 4 School Behaviour Record: Exiting
- Appendix 5 Discipline Procedure- Child's Explanation Form
- Appendix 6 Homework Contract
- Appendix 7 A Positive Behaviour Contract
- Appendix 8 Sanction Grid

1. GUIDELINES FOR PRIMARY SCHOOLS

- 1.1 The Department of Education has produced a range of guidance material for schools that detail effective approaches and include examples of action that could be taken by schools. Documents include:
- Promoting and Sustaining Good Behaviour: A Discipline Strategy for Schools
 - Pastoral Care in Schools: Promoting Positive Behaviour

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 both pupils and teachers can do their best work. A school's behaviour policy, therefore, needs to be set within the context of its overall pastoral care policy, linked to its culture and ethos, as well as practical procedural matters.'
[Pastoral Care in schools: Promoting Positive Behaviour – page1]

2. THE ETHOS OF ST. MACNISSI'S PRIMARY SCHOOL

- 2.1 St. MacNissi's Primary School strives to promote primary education of the highest quality for all children, in a loving and caring environment, which embodies our Catholic ethos in which the children can grow and develop to their full potential in all aspects of their life.
- 2.2 We are a caring community, whose values are built on mutual trust and respect for all.
- 2.3 The school's Promoting Positive Discipline Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.
- 2.4 At St. MacNissi's Primary School, we believe that the management of pupil behaviour is best achieved through praise and reward. We appreciate that children are still learning about acceptable behaviour and will need guidance and support as they evolve their own internal understanding.
- 2.5 We also want children to appreciate the consequences of their actions and that this will involve the use of sanctions if appropriate. We acknowledge that learning about acceptable behaviour should permeate all aspects of school life, both in and out of the classroom.
- 2.6 We expect every member of the school community to behave in a considerate way towards others and treat all children fairly and apply this Promoting Positive Discipline Policy in a consistent way.
- 2.7 Our school ethos strives to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

3. AIMS RELATING TO DISCIPLINE AND GOOD BEHAVIOUR

The successful implementation of this policy is intended to:

- Create an acceptable level of order and behaviour, which allows children to come to school, enjoy their day and return home safely; conditions in which each child may reach his/her full potential.
- Identify the rights of the pupils, parents and teachers.
- Promote an understanding of individual responsibilities and encourage partnerships among children, parents and staff that will develop the school as a caring supportive community.
- Establish a clear set of rules, rewards and sanctions that are related to the ages and abilities of individual children.
- Enable teachers, pupils and support staff to communicate with each other calmly and in a quiet manner.
- Allow the most efficient delivery of the curriculum possible.
- Provide opportunities for the development of children's self-esteem, self-respect, respect for others and willingness to accept personal responsibilities.
- Establish a supportive and respectful community for all its members including pupils, teachers, parents and support staff.
- Maintain a regular evaluation and review of the policy.

4. RIGHTS AND RESPONSIBILITIES OF CHILDREN, PARENTS AND TEACHERS

RIGHTS



Child

The school will seek to promote the child's right to:

- Be safe and learn in a comfortable and friendly environment
- Be listened to and respected
- Be given opportunities to achieve potential commensurate with his abilities.
- Receive encouragement and experience success.



Teacher

The school will seek to promote the teacher's right to:

- Be safe and teach in a comfortable and friendly environment.
- Be listened to and respected.
- A programme of personal and professional staff development.
- Adequate resources.
- Pastoral and professional support within the school and from appropriate outside agencies.



Parent(s)

The school will seek to promote the parents' rights to:

- Be partners in their children's education.
- Written information about school policies relevant to parents.
- Ongoing information about the educational progress of their child.

Working Together with Mutual Respect and Understanding

RESPONSIBILITIES



Child

- His/her own behaviour
- Consideration for others
- Observance of the school rules



Teacher

- The care and education of each child
- The management of her/his class
- Her/his behaviour as a role model for the child
- The safe and orderly movement to and from the class
- Encouraging children to keep the school rules



Parent(s)

- Send their children to school regularly and punctually
- To consistently set good examples of behaviour
- To support the school in promoting the school's ethos as described in the policy document
- To provide adequate care and attention so that the child gains maximum benefit from school experience
- To ensure their child comes equipped for school and in uniform
- To support and encourage the child in all his educational experiences

Working Together with Mutual Respect and Understanding

RESPONSIBILITIES WITHIN THE SCHOOL



Board of Governors

- Assist the school to fulfil the aims of the Promoting Positive Behaviour Policy
- Assist on the development, implementation and review of the school's Promoting Positive Behaviour Policy



SENCO

- Monitor and support children with behavioural difficulties
- Liaise with parents
- Recommend / initiate pastoral support
- Refer to other outside agencies e.g. PBSS, Educational Psychology



Principal and Senior Leadership Team

- Support the class teacher in fulfilling his/her primary responsibility for behaviour and discipline in the classroom.
- Take the lead in planning, developing, implementing and reviewing the school Promoting Positive Behaviour Policy
- Establish further support (from Principal and other colleagues) that may be used for a pupil who has not responded to lower levels of behaviour management/intervention. (appendices 4-8 and 11)

Working Together with Mutual Respect and Understanding

5. PROMOTING POSITIVE BEHAVIOUR-REWARDS

- 5.1 At St. MacNissi's Primary School, the emphasis is on acknowledging/rewarding a child's success or good behaviour, not on criticising/punishing lack of application or misbehaviour.

"The consistent implementation of a positive behaviour policy by all of the staff can have a significant and sustained effect on the promotion of good relationships and positive attitudes and the prevention of unacceptable behaviour."

(Pastoral Care in Schools: Promoting Positive Behaviour Par 75 page 43)

- 5.2 The teacher's role is to lead, guide and direct
- By recognising good behaviour when it occurs
 - By consistent management of behaviour using frequent rewards and when required sanctions
- 5.3 In this policy document the concept and practice of rewards enriches the use of informal and formal ways on the part of the teacher to show the children that he/she recognises and approves of their efforts (academic and behaviour) in class/school. It is the means by which the teacher prompts behaviour that encourages children to learn and engage in acceptable social behaviour.
- 5.4 Fundamental to this is the quality of teacher/pupil relationship established. This relationship may be enhanced by increasing the frequency of the teacher use of positive body language, informal oral praise and encouragement and a system of formal rewards.
- 5.5 Recognising and promoting acceptable behaviour can be achieved in following ways:

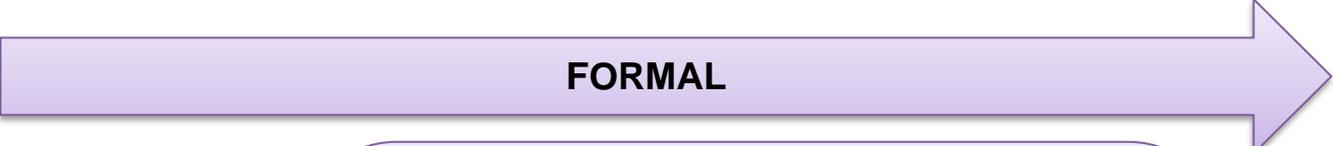
INFORMAL

Non-Verbal

- Smile
- Eye-contact
- Nod
- Handshake
- Thumbs up

Verbal

- Friendly greeting – morning and throughout school day
- First names – always
- Words of praise and encouragement (see appendix 9)
- Requests rather than orders
- Please/Thank you – always



FORMAL

Individual

- Written comments
- Stickers, stamps
- Prizes, badges
- Privileges using reward cards
- Display work trips
- Praise at Assembly
- Additional Responsibilities
- Photographs
- Golden time
- Visit to the Principal or another member of staff
- Notes/merit certificates to parents

Class

Foundation - In-house Reward System

In years one and two, an in-house system operates.

Golden Time

Additional Playtime

Key stage 1 - Keystage 2 Golden Time

In years Three to Seven the children are awarded Golden time / extra playtime.

In addition to this, children are given individual award certificates.

An award system themed appropriately to each year group operates in classrooms.

In addition to this, a 'Star of the Week' operates in each class alongside additional weekly and monthly awards.

6. MANAGING AND RECORDING DISRUPTIVE BEHAVIOUR

- 6.1 While a positive system of rewards and reinforcement will attempt to guide children towards self-discipline, it is important that strategies exist to assist teachers in dealing with disruptive behaviour.
- 6.2 Many teachers have devised their own effective ways of managing such behaviour and it is desirable that they should continue to do so.
- 6.3 To assist them the school suggests a strategy as outlined by the 'Stepwise Approach to Behaviour Management' (Rodgers). This offers a sliding scale of intervention in the pupil's behaviour requiring the pupil to take more responsibility for his/her own actions.

7. A STEPWISE APPROACH TO BEHAVIOUR MANAGEMENT

- 7.1 Using this tool enables a teacher to plan ahead for appropriate strategies so that they can respond more effectively (rather than react) to student disruptions.
- 7.2 It should be noted that not all steps may be needed or are appropriate to the individual situation. They are merely a series of steps, which teachers/staff members will use in line with their professional judgement:

- ❶ Tactical Ignoring of Behaviour (TIB)
- ❷ Simple Directions (SD)
- ❸ Rule Restatement – Rule Reminders (RR)
- ❹ Question and Feedback (See Glasser 1969)
- ❺ Defusing
- ❻ Blocking Statement
- ❼ Giving simple Choices
- ❽ Exit Procedures

7.3 ❶ Tactical Ignoring of Behaviour (TIB)

A step for low-level disruptions TIB means tactically ignoring (a decisive choice not to notice) such behaviour. With TIB you are deciding:

- Which behaviours you can appropriately ignore
- How long you are prepared to ignore
- What will you do next if TIB is not achieving its aim

While you are using TIB you also attend to notice and reinforce on-task behaviour. 'TIBBING' is exceptionally effective for low-level attention seeking such as the few who persistently call out

7.4 ❷ Simple Directions (SD)

A simple direction should express our intent clearly and simply rather than getting involved in long-winded discussions eg "David (Tapping) put that pen down now thanks". Always use the student's personal name.

When using simple directions:

- Speak to the behaviour you want to see (“Wendy, Melissa face the front and listen, thanks” rather than “Oi!! You two, I’m trying to teach here, what’s wrong with you? Do you want to share it with the whole class?”)
- Establish eye contact
- Speak clearly, firmly, briefly
- Repeat if necessary
- Expect compliance

7.5 ③ Rule Restatement – Rule Reminders (RR)

The teacher simply restates the rule to the students or quietly reminds them of the relevant rule (safety, communication, learning, movement, manners, treatment, conflict etc) eg “Melissa you know the rule for calling out – use it thanks”.

7.6 ④ Question and Feedback (See Glasser 1969)

Move alongside the student and ask “What’s happening here?” or “What’s going on or “What are you doing?” The voice is not sarcastic or threatening, just appropriately firm. A ‘What’ question is an attempt to get some feedback from the student and put a bit of responsibility their way.

Avoid ‘Why’ questions – these are better used when taking the student aside on a 1-1. If the reply to a ‘What’ question is ‘nothing’ simply inform the student about what you saw or heard (your feedback to the student) and follow up with a secondary question (re-direction) “What should you be doing?” or “What are you supposed to be doing?” Again if the student avoids responsibility re-direct to the required task or behaviour.

7.7 ⑤ Defusing

Appropriate humour can often take the heat out of a problem so that the student has been distracted and the heat defused.

7.8 ⑥ Blocking Statement

If a student procrastinates, argues etc ‘blocking’ is a verbal strategy that reasserts a teacher’s fair direction using the same words repetitively.

There are two basic forms of ‘blocking’ – one is a simple re-direction (sometimes called a ‘broken record’ approach) the other is re-assertion. With a re-direction on the teacher is basically re-directing the initial direction, rule or question:

(T) “David back in your seat – thanks “

(S) “But I was just getting a rubber”

(T) “Back in your seat now”

(S) “But I told you, I was just getting a rubber – what are you picking on me for?”

(T) “Ok back in your seat”

Remember ‘blocking’ is an approach to use with argumentative students: We avoid taking up verbal arms, as it were, about ‘being picked on’ or, ‘others do it too’. With

re-assertion the teacher briefly 'tunes in' to what the student is saying but re-asserts the rule, direction or appropriate question i.e.

(T) "Melissa and Wendy (two loud talkers) what are you doing?"

(S) "Nothing I" (aggrieved)

(T) "Actually you're talking loudly (tune-in) and I'm trying to work over there. What should you be doing?"

(S) "Other people talk - you don't pick on them"

(T) "Other people do, what should you be doing?" (tune-in but reassert).

(S) "Our work"

(T) "Ok back into it thanks"

7.9 **7 Giving simple Choices**

Empty threats are pointless; Let the student choose the responsible alternative; Choices enables the student some measure of self-control. If – when

"If you continue to call out, David, I'll have to ask you to stay back and explain why you won't work by our fair rules" (deferred option). It is at this point, if rules are continued to be broken, sanctions may be given.

7.10 **8 Exit Procedures**

When a student's behaviour is so disruptive that other students'/the teacher's rights are being infringed. Any exit procedure will have to be preceded by steps aimed at enabling the child to manage his/her own behaviour. The final step of exiting a pupil will require peer support between teachers and the intervention of Senior Management When sanctions are required they should initially be the withdrawal of rewards. If a behaviour requires punishment this should be appropriate to the offence, be explained to the pupil and be seen to be fair. A punishment should end the incident.

8. RULES AND ROUTINES

8.1 Within society we follow a series of ground rules that allow us to live together in relative harmony. In classrooms, separate rules have been advised and agreed upon for infant classes and upper classes.

8.2 These will need to be explained and reinforced early in each new school year and regularly through the term.

8.3 While they cover the same basic content they recognise the need to introduce the rules in a slower and simpler form to younger children.

8.4 Routines and behaviour, both on and off site, should be agreed upon by the staff having regard of Health & Safety matter, the school environment, timetabling, wet day supervision, entry into classes etc. These should be made known to the pupils and reinforced throughout the year. Rules are written in a positive way and are fair. Children and adults should have ownership of them.

9. DEFINITION OF UNDESIRABLE BEHAVIOUR

“The consistent implementation of a positive behaviour policy by all of the staff can have a significant and sustained effect on the promotion of good relationships and positive attitudes and the prevention of unacceptable behaviour.”

(Pastoral Care in Schools: Promoting Positive Behaviour Par 75 page 43)

- 9.1 When children behave in an unacceptable manner a clearly graded procedure (appendix 8) is followed and where serious misconduct is concerned parents will be involved either by receiving a written report from school or by being invited to come to school to discuss the matter. The table in appendix 8 provides a summary that is illustrative rather than definitive.

10. SANCTIONS

- 10.1 Sanctions, employed because the rights of others are being infringed, should be seen as part of the process of helping the child return to behaving in an appropriate manner.
- 10.2 The child should understand clearly that the sanction is a consequence of his action.
- 10.3 Sanctions or punishments should not infringe the rights of the child as set out in the policy document and they should not be given globally.
- 10.4 One of the most potent sanctions is the withdrawal of teacher attention as it can so readily reward and reinforce inappropriate behaviour.
- 10.5 Sanctions, informal or formal, which can be used for situations that require firm teacher action and cause the child to experience the consequences of his behaviour, are as follows:

Informal

- Using pupil's first name
- Look/nod/hand gesture
- Moving towards pupil
- Rule reminder
- Give directions
- Question – What should you be doing?
- Take child aside

Formal

- Withdrawal of privileges
- Sanction befitting offence
- Writing out reason for not repeating – ways of improving (Appendix 5)
- Time out – in or out of classroom
- Peer support (Playground Pals)
- Management support
- Letter/report to parent
- Discipline interviews – parents/behaviour contracts: (Appendix 6 and 7)
- Exclusion from activities
- Exiting within school (Appendix 4)
- Suspension
- Expulsion

- 10.6 Pupil participation in a school visit (residential or day visits), after schools clubs, class parties and school performance are a privilege, not a right.
- 10.7 Therefore a pupil whose behaviour has invoked the sanction of loss of privileges may be excluded from such events during the period that the sanction is in force.
- 10.8 We also reserve the right to exclude a child from such events if we consider that their behaviour on the trip may jeopardise their own safety or the safety and enjoyment of others.

11. PUPILS WITH SPECIAL EDUCATIONAL NEEDS

- 11.1 A minority of pupils on the Special Needs register may have emotional and behavioural problems which make it difficult for them to always successfully abide by the rules and conventions of our school. Although these children will be subject to the same rewards and sanctions as all other children, there may be times when their particular special needs require additional strategies to be employed which are not necessarily the same as for other children.
- 11.2 Suspension/expulsion is a sanction that these children may be subject to in accordance with our hierarchy of sanctions. However, it is hoped that before the need for this to be invoked a range of alternative strategies will have been tried.
- 11.3 In the case of children with a Statement of Special Educational Needs or on the SEN register for behaviour needs, St. MacNissi's Primary will seek to try every practicable means to avoid exclusion and maintain placement in the school, including seeking EA and other professional advice.
- 11.4 This will involve the creation and implementation of a behaviour plan that will run alongside the child's IEP if appropriate.

12. RECORDING OF COMPLAINTS AND INCIDENTS

- 12.1 Complaints – teachers who receive complaints from parents relating to the behaviour of another child towards their child should keep such records of the complaint and any follow up action as they feel appropriate.
- 12.2 If the complaints persist they should refer the matter to the Principal who will keep such records as they deem necessary.
- 12.3 Incidents – teachers should record as appropriate any notable physical or verbal incident that occurs between children in their class during lesson time (or brought to their attention if it occurred during break/lunch time) and any action they have taken to deal with the matter.
- 13.4 If necessary, the matter should be passed to the Principal in accordance with the school's sanctions policy (Positive Behaviour Policy / Effective Responses to Bullying Behaviour Policy).

14. A POSITIVE APPROACH FOR THE ADMINISTRATION OF SANCTIONS

- 14.1 When a pupil is showing signs of increasingly disruptive behaviour this should be brought to the attention of the discipline team.
- 14.2 Early intervention will attempt to manage the pupil's needs. This may involve referral to the Education Psychology Service, Health Board or other outside agencies.
- 14.3 The following are a set of guidelines to take in dealing with individual pupils who are causing disruption in class.

- Stage 1 (Minor Incidents)

Ignore low- level disruption while continually reinforcing good behaviour (TIB). A non-verbal warning will be given by the teacher, allowing them to modify their behaviour. e.g. a look from the teacher or a hand-gesture.

Simple request/direction with rule reminder e.g. Jim – what should you be doing? – this is repeated until compliance so blocking argumentative behaviour

Parent Involvement -Parent/Teacher meetings



- Stage 2 (Minor Incidents)

A verbal warning will be given by the teacher.

Parent Involvement -Parent/Teacher meetings



- Stage 3 (Minor Incidents)

If a child continues to choose not to follow the class rules they will be given a choice and consequence e.g. if you continue..., you will receive.....(consequence)

Parent Involvement -Parent/Teacher meetings

-Possible phone call home



- Stage 4 (Minor /Major Incidents)

This is where our sanctions come into play e.g. removal of privileges/playtime etc.

Where appropriate, child will be asked to give an account of the incident (written/verbal).

Parent Involvement - Parent/Teacher meetings

- A phone call home



- Stage 5 (Major Incidents)

Failure to comply with instruction, the Principal/Vice-Principal will speak to the child or if the behaviour requires it, child may be removed from the classroom (internal exiting) for a period of time. If deemed appropriate, depending on the seriousness of the incident, and in the child's best interest/wellbeing and that of other children and staff, parents contacted to take the pupil home (external exiting).

Parent Involvement -Parent/Teacher meetings



-A phone call home

If a child is “exited” for a short period, the class teacher should arrange a meeting or phonecall with the parent(s) to discuss the matter. An account of the incident(s) may be completed at this stage or earlier if deemed necessary. This paperwork should be kept on file.

*Parent Involvement -A phone call home
-A meeting
-External exit*



If the behaviour persists, the parent needs to be informed of the seriousness of the situation. The parent and the child may be invited to draw up an agreed contract of behaviour.

*Parent Involvement -A phone call home
-A formal meeting
-Contract of behaviour
-External exit*



- Stage 6

Referral to Outside Agencies: RISE, Behaviour Support, Education Psychologist etc
Putting in place recommendations and approaches such as individual timetable, de-escalation strategies etc per advice.

*Parent Involvement -A phone call home
-External exit
-A formal meeting
-Copy of IEP*



- Stage 7

Governor involvement. A period of suspension may be imposed, following the E.A./CCMS Scheme for the Suspension & Expulsion of pupils. Parents are notified of the reasons for and the duration of the suspension.

*Parent Involvement -A phone call home
-External exit
-A formal meeting
-Notification of Suspension
-Work provided for the child
-Return to school meeting*



- Stage 8

Consultative Meeting: Principal, Parents, other outside agencies, Sub-committee Board of Governors, CCMS officer(s) and EA Officer(s) – leading to possible expulsion.

- 14.4 It is important to note that not all children are the same and may have additional behavioural or learning needs. At St. MacNissi's Primary School, every effort is made to seek alternative advice, support and strategies before moving above stage 5.
- 14.5 Depending on the severity of a child's behaviour or action, he or she may be progressed directly to a higher stage within the sanctioning process.
- 14.6 Alternative rules may be devised during unique situations/ school events, particularly when recommendations from a risk assessment are involved.
- 14.7 However, teachers/staff members involved will communicate rules/expectations and sanctions to the children before the event occurs.

15. MONITORING, EVALUATION AND RECORD KEEPING

- 15.1 Review of our Promoting Positive Behaviour Policy is on-going. A range of approaches is used to achieve this and these may include the following:
 - On-going review in the light of legislation and DENI Initiatives
 - A whole school approach (governors, staff, pupils & parents)
 - Full involvement of Board of Governors in all matters relating to discipline
 - Annual review of PPB undertaken by teaching staff.
 - Guidance for staff in relation to identifying children with behavioural problems.
 - Guidance provided for Supervisory Staff in relation to promoting positive behaviour.
 - Involvement of all children in Anti-bullying education each year.
 - Involvement of School Council in aspects of PPB and Anti-bullying.
 - Clear written communication and consultation with parents in relation to Anti-Bullying (e.g. Newsletter, flyers etc).

Staff monitor the effectiveness of this policy on a regular basis. The Principal reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Principal records those incidents in which a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give verbal feedback to teachers with regards to minor incidents and a written incident report sheets is given to the Principal with regards to a major incident.

- 15.2 The Principal/Governors keep a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- 15.3 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

- 15.4 The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

APPENDIX 1- LEGILATIVE CONTEXT

The Education Reform (NI) Order 1989 Articles 124 refers to discipline in school. All Boards of Governors, (to which the Article applies), shall arrange:-

For it to be the duty of the Principal to determine measures (which may include the making of rules and provision for enforcing them) to be taken with a view to:-

1. Promoting self-discipline amongst pupils and proper regard for authority.
2. Encouraging good behaviour on the part of pupils.
3. Securing that the standard of behaviour of pupils is acceptable.
4. Otherwise regulating the conduct of pupils.

The Principal should prepare a written statement of such measures.

DENI Circular 1998/25 Promoting and Sustaining Good Behaviour in Schools: Summary of New Legislative Provisions. Articles 3,4,5 & 6 of the Education (Northern Ireland) Order 1998 came into effect on 21st August 1998. ** *'The new requirements will not come into effect until the schemes of arrangement have been amended to reflect them.'* Circular 1998/25 Appendix A (9) page 6.

Article 3 - Responsibility of Board of Governors and Principal for Discipline.

Article 4 - Power of Member of Staff to Restrain Pupils.

Article 5 - Detention of Pupils Outside of School Hours.

Article 6 - Duty of Education and Library Boards to Prepare Plan for Children with Behavioural Difficulties.

Suspension and Expulsion of Pupils. - Schools (Suspension and Expulsion of Pupils) (Amendment)

Regulations (Northern Ireland) 1998 - S.R. 1998 No 255.

Schools (Expulsion of Pupils) (Appeals Tribunals) (Amendment) Regulations (Northern Ireland) 1998 - S.R. 1998 No 256.

Addressing Bullying in Schools Act (Northern Ireland) 2016

APPENDIX 2 – PLAYGROUND RULES



We listen carefully to instructions.

We are respectful and polite to all staff.
We do not answer back.

We are kind and helpful to everyone.
We don't hurt anybody's feelings.

We are honest and truthful.

We do not go back into classroom or school unless we have asked permission.

We play together and look after each other.

We tell an adult if we are sad or lonely.

We line up quickly and quietly.

We take care of our school, playground and equipment and use it properly.

We do not climb or play in the bushes, trees or hedges.

We stay off the grass when it is wet (no access to Eco garden).

We keep our shoes on at all times.

We play fairly and **HAVE FUN!**

We keep our hands and feet to ourselves – kind hands.

GOLDEN RULE: We treat others as we want to be treated ourselves.

APPENDIX 3 - SAMPLE POSITIVE BEHAVIOUR REPORT CARD

Positive Behaviour Report Card

Name:..... Class:..... Teacher:.....

Day	Morning	Afternoon
Monday	Comments: Signed:	Comments: Signed:
Tuesday	Comments: Signed:	Comments: Signed:
Wednesday	Comments: Signed:	Comments: Signed:
Thursday	Comments: Signed:	Comments: Signed:
Friday	Comments: Signed:	Comments: Signed:

Additional comments:

Signed:

Date:.....

APPENDIX 4- SAMPLE SCHOOL BEHAVIOUR RECORD - EXITING

Name: _____ Class: _____ Teacher: _____

Date:	Pupil:
Reason for exit (1 session):	
Reason for exit (full day):	
Signed:	

Date:	Name of Pupil:
Reason for exit (1 session):	
Reason for exit (full day):	
Signed:	

Date:	Name of Pupil:
Reason for exit (1 session):	
Reason for exit (full day):	
Signed:	

APPENDIX 5- SAMPLE DISCIPLINE PROCEDURE – CHILD’S EXPLANATION FORM

Name: _____ Class: _____

What rule(s) did I break

Why I did it

What I should do to fix it up

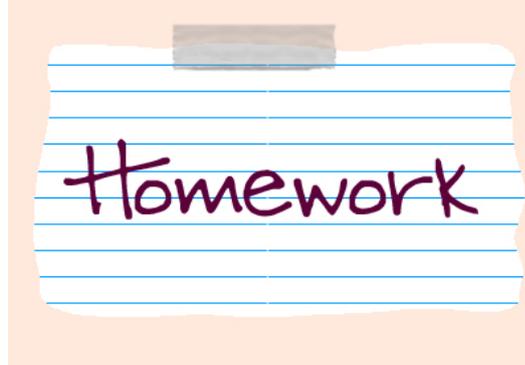
Teacher/Parent Comments

Signed:

Date:

APPENDIX 6 – SAMPLE HOMEWORK CONTRACT

St. MacNissi's Primary School Homework Contract



Name of Pupil _____

I accept it is the policy of St. MacNissi's Primary School to set homework Monday to Thursday. I am happy that the homework required in my child/ren's class matches his age and ability. I undertake to supervise and sign homework every night to ensure it is completed.

Signed:Parent/Guardian

Date:

Signed: Principal

Date:

APPENDIX 7- SAMPLE POSITIVE BEHAVIOUR CONTRACT

St. MacNissi's Primary School
A Positive Behaviour Contract



I understand that my attitude and behaviour in school is unacceptable.

In an effort to improve, I promise to:

- Follow the school and classroom rules
- Make my best effort at all times
- Ensure I don't disturb those around me

Using my hands and or feet to hurt others will have serious consequences such as loss of privileges, playground sanctions, loss of school trips etc

Pupil:

Date:

Parent/Guardian:

Date:

Principal:

Date:

APPENDIX 8 – SANCTION GRID RECOMMENDATIONS

The following is a list of examples of negative behaviour and their relative sanctions, as outlined in the policy. The rationale for this document is that while on display, it will reduce confrontation after an incident, and maintain consistency throughout school. Some behaviours are not listed below. Teachers/staff members will use their professional judgements in these matters to give sanctions for minor misbehaviours. When contemplating a sanction for a major misbehaviour, advice, guidance and approval should be sought from the principal.

Type of Misbehaviour	Specific Examples	Sanction Stages
Disruptive behaviour	Shouting out Talking in assembly Talking / messing about during quiet times Kicking lunchboxes	1
Major Behaviour that could endanger themselves or others, or that interferes with learning	Throwing equipment Tripping people intentionally	5
Minor Behaviour that could endanger themselves or others, or that interferes with learning	Running in and out of toilets Playing on steps near sheds Skidding on ice / hall floor Hiding equipment	2
Verbal abuse towards another child	Name calling Malicious gossip Aggravating other children intentionally Swearing at peers Verbal abuse	3/4
Aggressive behaviour towards another child	Pushing / Kicking / Spitting / Biting / Pinching / Hitting Snatching Possessions / Pulling clothing / Throwing missiles	5 to 7 where applicable
Violent behaviour	Hitting / Hurting / Throwing Stones Or other incident resulting in first aid treatment	5 to 7 where applicable
Disobeying rules	Talking in assembly Inappropriate noise whilst moving around corridors Running indoors Running on paths outside Inappropriate behaviour in the classroom	1/2
Lack of co-operation	Answering back Arguing with adults	2

Type of Misbehaviour	Specific Examples	Sanction Stages
Defiant refusal of a reasonable request	Saying no when asked by adults Repeated failure to co-operate when asked Defiant refusal including abusive or disrespectful language	3/4
Defiance resulting in absence	Removal from class without permission – toilet or inside building Removal from classroom / playground – within school grounds Removal from school to area outside school boundaries / perimeter fencing	4 5 5
Verbal abuse towards adults	Swearing Name calling	3/4
Threatening behaviour towards adults	Verbal intimidation Physical threat Throwing objects Kicking walls / objects	5 to 7 where applicable
Physical abuse of staff/adults	Kicking / Hitting / Spitting / Biting	5-7 where applicable
Misbehaviour towards school environment	Deliberate damage to any school equipment Walls / Graffiti Toilets Scratching Furniture/Walls Defacing Library Books	4/5
Defacing natural environment	Fence Posts Plants / Trees / Shrubs	4/5

NB. All sanctions will be assessed on age appropriate behaviour, and may move up/down stages where appropriate.



Mrs Irene Culleton
Chairperson of the Board of Governors



Mrs J Baxter
Acting Principal