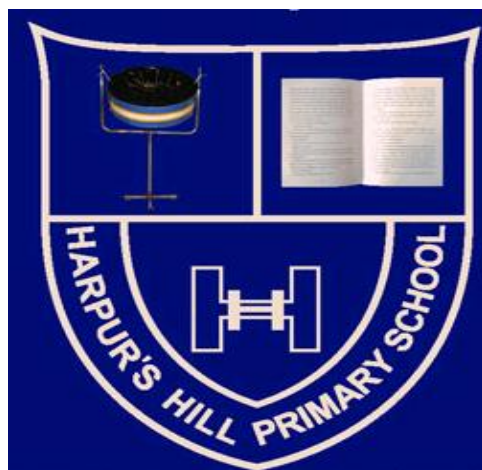


Education Authority



Harpur's Hill Primary School

POSITIVE BEHAVIOUR **POLICY**

"Success Through Nurture"

Responsible for: Mrs J Scott

Agreed: September 2025

Approved by Board of Governors: October 2025

Due for Review: October 2027

This Policy has been developed within the context of current legislation, policy and guidelines;

- Health and Safety at Work (NI) Order (1978)
- Children (NI) Order (1995)
- The Education (NI) Order (1998)- Articles 3&4
- Human rights Act (1998)- came into force in NI in 2000
- Education (NI) Order (2003)
- Special Educational Needs & Disability (NI) Order (2005)
- Northern Ireland Anti Bullying Forum www.NIABF.org.uk

Our Vision Statement

Our vision is for every child to be valued, supported, and inspired to grow in a community where they develop a lifelong love for learning and achieve 'Success Through Nurture'.

This is achieved through our school values, which are:

Values

Nurture

We learn through showing care and helping each other to become the best we can be.

Respect

We respect each other's feelings, beliefs, differences and rights.

Kindness

We show kindness by being caring, supportive, thoughtful and friendly.

Honesty

We show honesty by being open, trustworthy and responsible.

Resilience

We are strong and keep going even when things are hard and we learn from our mistakes.

Enjoyment

School is an adventure where we enjoy learning by discovering new things and celebrating our achievements.

Our Mission Statement

Our mission is to be a safe, nurturing, happy school where every child will be included, valued and encouraged to learn and reach their potential. Every child will achieve success through respect and encouragement.

Ethos

HHPS and CCN is an inclusive and nurturing school that believes every child should have access to the curriculum, regardless of need, ability and background. Children are taught in a secure, caring and positive environment which empowers every child to reach their potential. We are committed to overcoming barriers to learning, developing confidence and fostering resilience. HHPS believe in the power of community partnerships, working hand in hand with families and local organisations to create a rich tapestry of support and opportunity. Together we aspire to build a brighter future for our children where each child can thrive and achieve their dreams.

Rationale

The Board of Governors of each school have a statutory responsibility under the Welfare and Protection of Pupils Education and Libraries (Northern Ireland) Order 2003, to consult with registered pupils on the general principles which will be reflected in the school's Discipline Policy.

After consultation with pupils and parents the Board of Governors of Harpur's Hill Primary School and Cuirath Corner Nursery have agreed the following principles: -

- All members of the school community will behave in a thoughtful way to each other
- The school will promote self-esteem to help children become valuable contributors in society
- To create a calm and caring community where teachers are able to teach, and pupils are able to learn effectively
- To establish a safe and secure environment where everyone is valued and supported at all times
- To encourage self-respect, self-discipline, respect for others and property in the school and community
- To help children to become courteous, well mannered, tolerant and understanding of others.
- To enable children to articulate their fears, emotions and concerns and to be confident in developing strategies and skills to resolve conflict and differences of opinion with sensitivity
- To consistently praise and sanction children according to the consequence of their choice
- For children having difficulty meeting the requirements to have support using the Code of Practice and SENCo
- To work in partnership with home encouraging the co-operation of parents to support the successful promotion of positive behaviour

Values

All members of the school community have rights and corresponding responsibilities. The rights of all members of our school community are based on the above values decided on after consultation with pupils and parents.

The rights implicit in these values are: -

- The right to be safe
- The right to learn
- The right to be treated with respect and treated fairly

The fulfilment of these aims and values will ensure the following; -

Our pupils will:

- be valued as a member of the school community
- enjoy a happy secure and settled environment
- develop confidence and self esteem
- have more time and be receptive to learning
- be aware of the school's standard of expectations with regard to work and discipline

Our staff will:

- behave in a professional manner at all times
- be approachable, sympathetic and alert to pupils in difficulty
- recognise the individuality of children
- acknowledge effort and achievement
- consult with parents about a child's progress and behaviour
- to take account of problems children may have at home

Our parents will:

- support the school in implementing the behaviour policy and in maintaining a high standard of discipline
- have the knowledge that their child will be safe and secure in school
- allow the school time to follow procedures and investigate issues

POSITIVE BEHAVIOUR MANAGEMENT

Listed below are a range of strategies which are proven to have been effective in positive behaviour management.

- **POSITIVE FEEDBACK-** Acknowledge/Approve/Affirm: Acknowledging (notice and describe the behaviour), approve it (say why it is good) and affirm (apply a positive label to the pupil) e.g. “Thank you for tidying up so quickly- you are a great helper!”
- **POSITIVE CORRECTION-** tell the pupils what you want them to do i.e. not what you don’t want them to do e.g. “Please walk” instead of “stop running.” Avoid saying, “don’t” or “stop”.
- **POSITIVE REPETITION-** when you give a direction, ask someone who knows what to do to repeat it rather than focusing on the one who doesn’t- praise the children who carry out the instruction.
- **NON-VERBAL CUES-** hands up, finger on the lips, the “look”.
- **GIVE TAKE-UP TIME-** give a clear specific direction in a non-confrontational way, move away from the pupil with a clear expectation that the pupil will comply.#
- **RE-DIRECTION-** repeat direction without being sidetracked. Use thanks and take-up time, do not stand over pupils in a confrontational way.
- **TACTICALLY IGNORE-** ignore any secondary behaviour if the pupil is compliant with the primary behaviour request e.g. if the pupil begins the task (primary behaviour) when asked, ignore any annoying secondary behaviours such as huffing and muttering.
- **DISTRACTION/ DIVERSION-** give an alternative task or activity to a disruptive pupil without highlighting the inappropriate behaviour.
- **CLEAR EXPECTATIONS-** e.g. “When we go back into the classroom after break, I will give a point to those who go straight back to their task.”
- **WHERE/ WHAT-** “Where should you be?” (In my seat) What should you be doing? (My work).
- **CHOICES-** “Put your (e.g. toy) on my desk or in your bag- which are you going to do?”
- **BROKEN RECORD-** Calmly repeat the request or rule or consequence; avoid being drawn into an argument, stay neutral.
- **PRIVATE REPRIMAND-** a quiet word rather than a public confrontation.
- **REPAIR & REBUILD-** as soon as possible after a reprimand, find an opportunity to say something positive about the pupil, “Catch them being good”.

Classroom Management

Classroom Management and teaching methods have an important influence on children’s behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangement of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms are organised to develop independence and personal initiative, and the display of children’s work helps to develop their self-esteem. Teaching methods and organisational strategies encourage enthusiasm and active participation for all. Lessons aim to develop the skills, knowledge and understanding that will enable the children to work and play in co-operation with others. Circle time will provide everyone with opportunities to discuss relevant issues such as discipline, rules, bullying, etc. in a non-threatening environment where the children will be encouraged to be open and honest. Teachers are responsible for pupil discipline within their own classroom and while praise will be used to encourage good behaviour as well as good work, a variety of sanctions may be used when deemed necessary. The class teacher along with

pupils will formulate rules for individual classrooms at the beginning of each school year. We feel it is important that children have some ownership of the rules they are expected to adhere to. It is recommended children will encourage their parents to sign their classroom contract.

Outside the Classroom

Rewards and assessment for learning are motivators, are designed to make clear to the children how they can achieve acceptable standards of behaviour. Rules and Procedures will be kept to a minimum but will be enforced to ensure the smooth running of the school. All staff share the same authority in the implementation of these rules but will show understanding and consistency when applying them. Ref: Behaviour Management Booklet.

Communication and Parental Partnership

We give high priority to clear communication within the school and to a positive partnership with parents, since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps that are being taken to address the issues.

A positive partnership with parents is crucial for building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged, as parents who share a positive relationship with the school are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour. Where behaviour is causing concern, parents will be informed at an early stage and given the opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy and further disciplinary action will be discussed with them. Parents are encouraged to send their children to school prepared to work and with a personal attitude that will enable them to make the most of the opportunities available to them.

After consultation with our pupils, parents, School Council and Board of Governors, it was agreed the following rules and values would be promoted to ensure the rights of all pupils will be met: -

<p>To be safe</p>	<ul style="list-style-type: none"> ● we keep our hands and feet to ourselves ● we sit safely in our seats ● we move about the school and classroom safely ● we handle all equipment safely ● we use the toilets properly ● we need special permission to leave school and need to be collected ● we tell our teachers if we are scared in school ● we line up sensibly ● when we are playing games at break times we think of others and play safely
<p>To learn</p>	<ul style="list-style-type: none"> ● we listen to our teacher ● we try our best and stay on task ● we come to school ready to work ● we keep busy ● we ask for help if we need it ● we value the importance of education ● we are punctual for class ● we only use appropriate language
<p>To be treated with respect and treated fairly</p>	<ul style="list-style-type: none"> ● we treat others as we want to be treated ● we care for ourselves ● we care for other ● we share ● we listen to each other and value their opinion ● we have good manners ● we tell the truth ● we don't hide from our problems ● we respect other people's property

Cuilrath Corner Nursery School will have its own separate Rewards and Sanctions appropriate to that age group (see Cuilrath Corner Nursery Positive Behaviour Policy).

Rewards

We believe that pupils are able to give their best, both in the classroom and in extra-curricular activities, where they are encouraged and stimulated to fulfil their potential. Thus we implement a policy of encouraging good attitudes, rewarding where possible and through the setting of a good example. Our discipline system places its emphasis on the positive use of encouragement and praise, with criticism being constructive in its approach. Praise can be given in many ways and may include:

- a quiet word or encouraging smile.
- a positive written comment on pupil's work, or in a more detailed way, picking out specific points or ideas for a positive comment linked to Assessment for Learning.
- using stickers, stars, smiley faces or small material rewards
- a visit to another member of staff so they can take the opportunity to congratulate the child
- sending a note home or ringing parents to let them know what their child has achieved
- public acknowledgement by presentation at our 'Good Work Assembly.'
- extra play time
- exemption from homework
- class monitor and prefect badges formally presented for good behaviour and a positive approach to schoolwork or giving the pupil responsibility to show they are trusted
- using circle time to encourage pupils to show good work that they are proud of and to enable children to praise each other for good behaviour
- displaying or publishing good work
- use of school reports to comment favourably, not only on good work and academic achievement but on behaviour and general attitude.

Good Work assembly will take place every Friday where Star of the Week certificates will be awarded to each class. Once a month children will also receive an ARK certificate which is awarded for an Act of Random Kindness. A Golden Rule will also be focused on each month and one child per class will receive a certificate. The canteen will also award Lunchtime Star of the Week certificates for efforts in the canteen.

Incentives for the class will be used by teachers to meet work and behaviour targets. Individual teachers will work these out with their class at the beginning of the school year.

Sanctions

Pupils can expect good choices to be acknowledged but a poor choice may lead to consequences. Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions, thus it is important that the sanction is not out of proportion to the offence. Sanctions must defuse, rather than escalate the situation and opportunity should be given to allow the pupil to save face and encourage a more positive attitude in the future.

Our Behaviour Management Grid, which has been agreed by the pupils, staff and governors is disseminated to all the children during circle time. This ensures consistency of practice across the whole school and any anti-social behaviour which does not meet the criteria in the Anti-Bullying Policy is addressed using this Booklet as a guideline.

STRATEGIES FOR DEALING WITH INAPPROPRIATE BEHAVIOUR

A written record of the pupil's behaviour must be kept in the Class Behaviour Book and also recorded on SIMS and progress reviewed regularly.

Procedure for dealing with inappropriate behaviour.

Step One: Record inappropriate behaviour on SIMS and in the Class Book

Step Two: If a pupil's name is recorded in the Class Book three times the parents need to be contacted.

Step Three: If the pupil's name is recorded in the Class Book another two times the Vice Principal should be made aware.

Step Four: If inappropriate behaviour is recorded once more then the Principal should be involved.

It is important to make the Vice Principal and Principal aware of inappropriate behaviours at stages one and two.

If the inappropriate behaviour is severe immediate intervention with the Principal should be sought.

After consultation with all teaching staff a list of mild, moderate and severe behaviours were looked at and the appropriate sanctions for these behaviour decided as a way to ensure that all behaviour within school was being dealt with consistently amongst all staff members. (See behaviour management grid on next page)

	Inappropriate Mild	Inappropriate Moderate	Inappropriate Severe
CANTEEN	<ul style="list-style-type: none"> - Running, Shouting - Swinging on chairs - Queue jumping 	<ul style="list-style-type: none"> - Ignoring verbal warnings - Throwing Food - Not tidying up after finishing eating - Pushing other children 	<ul style="list-style-type: none"> - Persistent collective swearing - Bullying. - Fighting in the line
LOOKING AFTER EACH OTHER	<ul style="list-style-type: none"> - Insulting others / name calling. - Negative comments trying to get someone into trouble. - Play fighting/wrestling that gets rough. - Pulling each other roughly. - Pushing/shoving in line. - Use of bad language. (One-off) 	<ul style="list-style-type: none"> - Repeated personal insults. - Deliberate physical contact (pushing, shoving or throwing things) - Hard tackling. - Threatening others. - Repeated bad language. - Consistently telling tales – being negative about peers 	<ul style="list-style-type: none"> - Persistent swearing -verbal bullying. - Violent unprovoked behaviour. - Lies or serious unfounded allegations. - Organising a group of people to annoy, attack or bully someone.
LOOKING AFTER PROPERTY	<ul style="list-style-type: none"> - Unintentional Damage. - Spitting on ground outside. - Not sharing school resources. - Borrowing without permission. - Dropping litter accidentally or without realising consequences (KS1). 	<ul style="list-style-type: none"> - Running through plants and hedges. - Intentional damage. - Any kind of intentional spitting in school. - Throwing and misuse of toys. - Bickering over toys. - Dropping litter on purpose. - Child taking something from another child with intention of keeping. 	<ul style="list-style-type: none"> - Inappropriate use of sticks and stones - Vandalism of gardens. - Persistent intentional damage. - Intentional spitting on another person. - Physically fighting over or deliberately breaking toys - Persistent litter dropping. - Child stealing from an adult or repeated stealing from a child. - Vandalism / Graffiti
MOVING AROUND SCHOOL – LINING UP/ HOMETIME/ INSIDE AT THE WRONG TIMES	<ul style="list-style-type: none"> - Walking into school at wrong times. - Hanging around corridors, toilets and classrooms. - Dilly-dallying or touching displays. - Pushing to be first in line or to pick your place in line. - Playing with football in line. - Talking in the line. - Not showing good manners. 	<ul style="list-style-type: none"> - Running into school and making noise. - Entering a classroom with no adult present. - Tampering with displays. - Disturbing other classes. - Unauthorised diverting to toilets. - Pushing others in the line. - Shouting out in the line. - Continuing to talk after verbal warning. 	<ul style="list-style-type: none"> - Unauthorised departure from school building - Hiding on teacher - Fighting or dangerous behaviour. - Defying teacher’s instructions -Unsafe conduct on educational trips
TALKING AND LISTENING TO STAFF – DISRESPECT / LIES	<ul style="list-style-type: none"> - Rude and inconsiderate when talking about other children. - Cheeky remarks. - Telling tales on others when you are also at fault. 	<ul style="list-style-type: none"> - Ignoring staff’s instructions. - Personal insults directed at staff. - Telling lies to get another person in trouble or get yourself out of trouble. 	<ul style="list-style-type: none"> - Swearing, shouting abuse. - Aggressive behaviour directed at peers and adults. - Repeatedly ignoring staff’s instruction - Persistently telling lies to get another child into trouble. - Telling lies about an adult. - Personal insults directed at staff.

MISUSE OF TOILETS	<ul style="list-style-type: none"> - Using toilets as a meeting area. - Eating in the toilets. 	<ul style="list-style-type: none"> - Leaving taps running. - Blocking toilets. - Locking doors. - Playing in the toilets. 	<ul style="list-style-type: none"> - Writing on walls. - Inappropriate use of toilets (e.g. wetting floor). - Climbing up on toilet/ windowsills (looking over cubicle) - Vaping
LEARNING	<ul style="list-style-type: none"> - Avoidance of work/activities (e.g. sharpening pencils, talking to others etc.) - Shouting out. - Not listening to instructions. - Out of chair without good reason. 	<ul style="list-style-type: none"> - Refuses to start work/ activities. - Constantly shouting out. - Constantly out of seat. 	<ul style="list-style-type: none"> - Intentionally destroys property/ disrupts their own or others learning. - Inappropriate use of ICT resources or other resources. - Repeated refusal to start work/activities.
SANCTIONS	<ul style="list-style-type: none"> - Verbal caution - Explain why it is unsuitable 	<ul style="list-style-type: none"> - Bullying Concern Assessment Form - Removal from situation - Time out - Record in Behaviour Management Book/SIMS - Written apology - Yellow Card 	<ul style="list-style-type: none"> - Exclusion from playtime for a period deemed appropriate by class teacher. - Report to SMT - Red Card / SIMS - Severe behaviour in this category can lead to suspension.

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

It is hoped that this procedure will never be followed to its ultimate conclusion and that Harpur's Hill Primary School is, we believe a happy, safe and caring environment for all the children.

If for a child's safety or best interests, staff are required to restrain a child, we will adhere to our policy on the 'Use of Reasonable Force'.

PERSISTENTLY DISRUPTIVE BEHAVIOUR

If a child's misbehaviour is persistent or extreme they will be referred to the Senior Leadership Team in the following order:

1. Vice Principal
2. Principal

Any child who verbally or physically abuses a member of staff can be sent home immediately.

DAILY REPORT CARD

Daily Report Cards are issued by the Vice Principal if other previous sanctions have not resulted in a change of behaviour. These are used mainly for children who are regularly misbehaving and need close monitoring from both staff and parents. Parents will be informed before a child is placed on Daily report and will be consulted before a child is removed from Daily Report.

SUSPENSION AND EXPULSION OF PUPILS

The school reserves the right to Suspend or Expel a pupil following DENI and EA set procedures. The school reserves the right to impose any listed sanction if an incident is serious enough to warrant it

CONSISTENCY OF APPROACH

To ensure consistency of application regular meeting will be held between supervisors, classroom assistants, class teachers, VP, Principal and the Leadership Team. The procedure will be regularly discussed and kept under review.

REASONABLE FORCE/ SAFE HANDLING

The Education (NI) Order 1998 (part II Article 4 (1)) states.

“A member of the staff of a grant aided school may use, in relation to any pupil at the school, such force as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following, namely:

- Committing any offence
- Causing and injury to, or damage to the property of, any person (including the person himself); or
- Engaging in any behavioural prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether the behaviour occurs during a teaching session or otherwise.”

Based on this legal framework the working definition of “reasonable force” is the minimum force necessary to prevent a pupil from physically harming himself/herself or others or seriously damaging property but used in a manner which attempts to preserve the dignity of all concerned. Under Duty of Care, staff may use a physical intervention and when they do so, they should be clear that the action was;

- In the child’s best interest
- Necessary
- Reasonable and proportionate
- Last resort (where possible).

MONITORING AND EVALUATION

Monitoring the effectiveness of the Positive Behaviour Policy is the responsibility of the Pastoral Care Coordinator in conjunction with the Principal. This Positive Behaviour Policy will be reviewed biannually. It will be reviewed by the Pastoral Care Coordinator with the whole staff and as we value the input of the whole school community, parents and pupils will also be surveyed to gauge opinions on the effectiveness of the policy. After this consultation the reviewed draft policy will be brought to the Board of Governors for approval.

Supporting the physical, mental and emotional health and wellbeing of pupils and staff.

It is recognised that the past few years has brought many challenges to our whole school community not least our pupils and staff. Supporting the Physical, Mental and Emotional Health & Wellbeing of pupils and staff is important as we move forward. Some of the strategies we use in Harpur’s Hill Primary to support this include:

- An emphasis on a warm and welcoming ethos
- Continuing to develop and educate current and new staff in the Principles of Nurture
- Shine Time sessions led nurture trained staff
- Lego Sessions
- Daily mile
- Scheduled PE time
- The delivery of a broad, balanced and structured Curriculum
- Encouragement of using the Outdoors to deliver lessons
- PDMU Lessons
- Circle Time
- The promotion of Healthy Eating

In addition to the above, we will set aside one Staff Development Day each year to promote the Health and Wellbeing of staff.

Links to other policies

The school's Positive Behaviour Policy is integral to all school policies. It has strong and clearly defined links to the following policies in particular: -

Special Educational Needs, Pastoral Care, Safeguarding Policy, Relationships and Sexuality, Personal Safety, Health Education, Anti-Bullying, Attendance Policy, Attendance, Staff Code of Conduct, The Use of Reasonable Force

E-SAFETY/ SAFER INTERNET Our policy on the internet and digital technologies is set out in a separate document and is informed by DE guidance. It acknowledges the opportunities for learning as well as the risks attached to the internet and digital technologies. Specifically, it addresses safeguarding issues that may arise in the use of the internet and digital technologies. Refer to Safer Internet Policy.

Pastoral Care

There are a number of 'vulnerable' children in schools today and in Harpur's Hill our pupils with behavioural problems will be supported through a network of services provided by the school's pastoral care system.

Links with External Support Agencies

When the school has exhausted its own range of strategies to bring about an improvement in pupil behaviour a referral will be made to appropriate external support agencies. The school already has strong links and an effective working relationship with many specialist agencies beyond the school.

It is important to remember that staff, pupils and parents all have an active part to play and have a responsibility to ensure an effective implementation and maintenance of this policy.