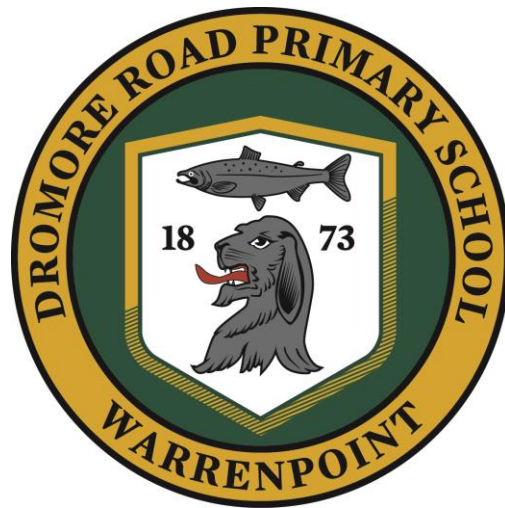


Dromore Road Primary School



Positive Behaviour Policy - consultation 2025

1. INTRODUCTION

At Dromore Road Primary School, we are dedicated to creating a safe and supportive environment where everyone can thrive. We believe that a positive atmosphere is key to the well-being and success of our entire community.

Our Positive Behaviour Policy is designed to promote respect, responsibility and kindness among all members. It outlines our commitment to recognising and reinforcing positive actions, providing clear expectations, and implementing fair and consistent consequences for inappropriate behaviour. At Dromore Road Primary School, we believe that by working together, we can create a supportive school community that helps everyone achieve their best.

This policy has been informed and guided by current legislation, relevant DE Circulars and key ETI documents, including:

- The Education (NI) Order 1998
- Welfare and Protection of Pupils Education and Libraries (NI) Order 2003
- The Education (2006) Order (commencement no. 2) Order (NI) 2007
- Health and Safety at work (NI) Order (1978)
- Children (NI) Order (1995)
- Human Rights Act (1998) – NI 2000
- Special Educational Needs and Disability (NI) Order (2005) SENDO
- SEND Act (NI) 2016
- Addressing Bullying in Schools Act (NI) 2016
- Pupil Participation DE Circular 2014
- Suspensions & Expulsions DE Circular 2021/04: updated notification DE Circular 2015/19 updated 2023
- Regional Policy Framework on the use of Reasonable Force/ Safe Handling 2004
- Interim Guidance on the Use of Restraint & Seclusion in Educational settings DE Circular 2021/13*
- (1990/45) Temporary Exceptions from the Statutory Curriculum and Assessment Provisions for Individual Students.
- Pastoral Care in Schools Promoting Positive Behaviour, DE 2001
- Every Schools a Good School DE 2009
- Safeguarding and Child Protection: A Guide for Schools, DE, updated 2023
- Addressing Bullying in Schools Act (NI) 2016 Statutory Guidance for Schools & Boards of Governors DE 2021

-Children & Young People's EMOTIONAL HEALTH AND WELLBEING in Education Framework DE/DOH Feb. 2021

-Working with the Whole-School Community to Understand, Nurture & Support SBEW SEN Resource File DE updated 2020

- ETI Child Protection Safeguarding Proforma

2. REVIEW AND CONSULTATION

This policy has been reviewed and adjusted following extensive consultation with all school stakeholders.

After training from EA's Behaviour Support Team, staff and pupils revisited the school's vision and values. Further engagement with the wider school community provided valuable input. A survey involving pupils, staff, and parents yielded positive feedback, but an audit of our previous policy in April 2024 highlighted the need for our policy to be adapted. Given the significant number of children facing barriers to learning, recent staff training has emphasised a nurturing, compassionate, and trauma-informed approach to managing undesirable behaviours. This formed the basis for reviewing and reshaping our Positive Behaviour Policy.

The school council contributed by identifying examples of desirable and undesirable behaviours and reflecting on how desirable behaviour is recognised and rewarded within our school.

Staff reviewed responses to misbehaviour to ensure a clear and consistent approach across the school. This included a thorough examination of the referral system, ensuring that all staff understand the steps to take when addressing inappropriate behaviour. Roles and responsibilities were clarified, so everyone knows their part in managing behaviour effectively. This comprehensive review aimed to promote a constructive approach, focusing on understanding and addressing the root causes of misbehaviour while maintaining a supportive and positive school environment.

Governors and parents were also invited to provide feedback and comments on the policy, ensuring comprehensive input from all parties.

3. OUR SCHOOL VISION

At our school, we are dedicated to creating an environment where every pupil can thrive. Our vision reflects our core values and aspirations for our school community. We believe in fostering a place where learning is embraced, personal bests are achieved, individuality is celebrated, and everyone feels happy, safe, and welcome.

Our school vision is closely linked to our Positive Behaviour Policy as both aim to create a supportive and inclusive environment for all students. **Our school will be:**

A place to embrace learning; Our Positive Behaviour Policy encourages behaviours that foster a love for learning and academic growth.

A place to achieve our personal best; This policy promotes high standards and personal excellence, motivating pupils to strive for their best.

A place to be ourselves; By recognising and respecting individuality, the policy supports a school culture where everyone feels valued and accepted.

A place to be happy and safe; The policy ensures that pupils feel secure and supported, which is essential for their happiness and well-being.

A place that is welcoming; This policy fosters a sense of community and belonging, making sure that everyone feels included and appreciated.

'Together We Can'

At the heart of our School VISION is an effective pastoral care system and this document outlines our framework for creating and sustaining a safe, purposeful, open and ordered working climate in the school. At Dromore Road Primary School, we strive to **LIVE** our vision by creating a climate that fosters effective learning and focuses on promoting and sustaining positive attitudes, behaviours and relationships, so that our school community work together in a considerate and respectful way to ensure our pupils learn effectively and achieve their potential. This will be achieved by:

Learning will empower.

As a school we want to nurture children to be the best that they can be, enjoying learning for life. We aim to empower our young people to achieve their potential and to be empowered to make informed and responsible decisions. We enjoy our learning by celebrating our achievements, sharing our talents, developing our personalities and having fun.

Individuals are valued.

As a school we strive to create a culture that celebrates diversity and inclusion and where each student feels seen and respected. Learning is tailored to meet individual needs, and all pupils are supported to achieve their personal best. Individual achievements and efforts are celebrated, no matter how small. We ensure that the curriculum and resources are flexible, adaptable and relevant for the needs of all learners in an evolving world and encourage individuals' interests and aptitudes to flourish. At Dromore Road Primary School, pupil voice is integral to school life and pupils are encouraged to have ownership over their education.

Values will guide us.

We believe that a happy child is a successful one. We are committed to providing a positive, safe and supportive environment for children to learn, where every individual is valued for who they are and what they contribute to the school. Values support the personal, social and spiritual development of every pupil throughout the school and foster a sense of belonging. They help everyone in our school

community towards a common goal and sets the tone for behaviour, attitudes, and interactions, creating an environment where everyone is aligned, motivated and invested in the success of the school community.

At Dromore Road we want our children to value:

- Honesty
- Kindness
- Respect
- Resilience
- Pride
- Staying Healthy (mentally and physically)

Everyone will feel part of a team.

The governors, staff, parents and pupils are a school family that cares for each other and the wider community. We strive to consciously create an environment of respect and inclusion and as a school community we celebrate diversity and welcome everyone regardless of their background, race, culture or religion. We are a school family that cares for others in our community and are proactive in our responsibilities towards the local community, our environment and the wider world. We proudly embrace our school motto, *'Together We Can'* and in partnership the governors, staff, parents and pupils work together to LIVE our school's vision.

4. RATIONALE AND AIMS

It is a requirement for governors detailed in the Education (NI) Order 1998 to produce and frequently review a written statement of general behaviour principles to guide the headteacher in formulating the positive behaviour policy. These principles include:

1. All members of our school community have the right to feel safe, be valued, to learn and be listened to.
2. As a school, we aspire to deliver the highest possible standards of education.
3. Fostering and maintaining good relationships between pupils and staff is at the heart of creating a climate that fosters effective learning.
4. The governors recognise that a well-ordered environment is essential in facilitating effective teaching and learning.
5. Governors expect there to be high expectations for respectful behaviour that are agreed, shared and maintained with the pupils, staff and parents. Establishing positive behaviour standards helps everyone in the school community to know what is expected of them, reducing misunderstandings and conflict.
6. Bullying and harassment in any form are unacceptable.
7. Governors recognise that some pupils may need additional support and adaptations to meet behaviour expectations.
8. The governors believe that using appropriate rewards and responding to inappropriate behaviour is crucial for maintaining positive behaviour.

- 9.** These measures are expected to be applied fairly, consistently, and proportionately, with consideration for special educational needs (SEN), disabilities, and the needs of vulnerable children.
- 10.** The engagement of key stakeholders, including pupils, parents, and staff, in the development and implementation of the policy.
- 11.** Governors commit to regularly reviewing and enhancing the school environment to better support our children's growth and development.

The rationale behind our Positive Behaviour Policy is to create a nurturing and inclusive environment where every member of our school community feels safe, valued, and respected. By fostering positive relationships, setting high standards for behaviour, and providing the necessary support and resources, we aim to promote the well-being and success of all our pupils. This policy not only helps in maintaining an orderly and effective learning environment but also encourages personal growth, self-discipline, and a sense of responsibility among pupils. Ultimately, our goals are:

- To build a school community that thrives on mutual respect, collaboration, and a shared commitment to achieving excellence in education;
- To create and sustain a safe, purposeful, open and ordered working climate in the school that is conducive to learning and teaching, where all pupils are encouraged to achieve their personal best;
- To promote positive relationships and trust between teachers, classroom assistants and pupils so that achievements at all levels are recognised, valued and respected;
- To encourage increasing independence and self-discipline so that each child learns to respect the rights of others and takes personal responsibility;
- To raise pupil self-esteem and enable them to feel comfortable to take risks and engage in learning;
- To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety;
- To help create a positive, stimulating learning environment where positive attitudes and behaviour are encouraged and rewarded;
- To keep undesirable behaviours to a minimum. Fair and consistent responses for negative behaviour will be agreed that promote learning and growth rather than punishment;
- To build a supportive whole school approach which reduces individual barriers to learning and supports social behaviour and emotional wellbeing;
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement;
- To encourage a collective responsibility and pride among pupils in belonging to Dromore Road Primary School.

5. RIGHTS AND RESPONSIBILITIES

Having an awareness of everyone's rights and responsibilities is central to ensuring that our Behaviour Policy is fair and clear and ultimately contributes to the smooth running of the school.

PUPIL RIGHTS	PUPIL RESPONSIBILITIES
<ul style="list-style-type: none">👉 Pupils have the right to receive a quality education and to participate fully in school activities;👉 Pupils have the right to learn in a safe and supportive environment, free from bullying, harassment, and discrimination;👉 Pupils have the right to be treated as individuals;👉 Pupils have the right to be valued, listened to and acknowledged;👉 Pupils have the right to get help when they seek it;👉 Pupils have the right to receive support for their emotional and educational needs;👉 Pupils have the right to be treated fairly, consistently and with respect;👉 Pupils have the right to be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon;👉 Pupils have the right to experience a broad, balanced and suitably differentiated curriculum and to have any additional needs identified and met.	<ul style="list-style-type: none">👉 Pupils should come to school on time, with homework done, and suitably equipped for the lessons in the day ahead;👉 Pupils are responsible for treating their peers, teachers, and staff with respect and kindness;👉 Pupils have a responsibility to contribute to the creation of a safe environment by following school rules and policies, and by refraining from any form of bullying, harassment, discrimination or racism;👉 Pupils are responsible for engaging actively in their learning and contributing positively to class discussions and activities;👉 Pupils should respect school property and the belongings of others, taking care to avoid damage or theft;👉 Pupils are expected to understand and adhere to school rules and policies regarding behaviour;👉 Pupils should communicate any concerns or issues they encounter to a trusted adult or staff member;👉 Pupils are responsible for managing their own behaviour, making appropriate choices, and learning from mistakes;👉 Pupils should cooperate with teachers and staff, following directions and participating in the school community;👉 Pupils must show accountability for their actions and the consequences that follow;👉 Pupils should promote an inclusive environment by being welcoming and supportive to everyone.
STAFF RIGHTS	STAFF RESPONSIBILITIES
<ul style="list-style-type: none">👉 Staff have the right to work in an environment where common courtesies and social conventions are respected;👉 Staff have the right to be treated with respect and dignity by students, parents,	<ul style="list-style-type: none">👉 Create a safe and supportive environment both physically and emotionally;👉 Behave in a professional manner at all times;👉 Treat all pupils fairly and with respect;👉 Be a good role model;

<p>and colleagues;</p> <p>👤 Staff have the right to work in a safe and happy environment, free from harassment, bullying, and violence;</p> <p>👤 Staff have the right to participate in discussions about policy development and implementation;</p> <p>👤 Staff should receive clear explanations of policies and expectations;</p> <p>👤 Staff have the right to receive appropriate support and resources to help them manage behaviour and promote a positive learning environment;</p> <p>👤 Staff should be treated fairly and consistently in all school matters;</p> <p>👤 Staff have the right to access training and professional development opportunities to enhance teaching and learning;</p> <p>👤 Staff have the right to voice concerns about student behaviour or school policies without fear of retaliation;</p> <p>👤 Staff have the right to a reasonable balance between work responsibilities and personal life;</p> <p>👤 Staff have the right to collaborate with colleagues in a supportive environment to address issues and share best practices.</p>	<p>👤 Help all pupils to develop their full potential;</p> <p>👤 Provide a challenging, interesting and relevant curriculum;</p> <p>👤 Listen to pupils, value their contributions and respect their views;</p> <p>👤 Help children to achieve their potential by setting appropriate expectations and providing support and encouragement;</p> <p>👤 Recognise and value the strengths of all pupils;</p> <p>👤 Identify and seek to meet pupils' Special Educational Needs through the SEN Code of Practice;</p> <p>👤 Deal with any cases of suspected bullying in line with the school's anti-bullying policy;</p> <p>👤 Be alert to signs of distress and encourage pupils to speak to an appropriate adult;</p> <p>👤 Listen to children who come to you with a problem, take what they say seriously and act to support and protect them;</p> <p>👤 Use positive and negative consequences clearly and consistently;</p> <p>👤 Ensure the personal, social and emotional skills and values that underpin the school's behaviour policy are developed;</p> <p>👤 Form positive relationships with parents and pupils;</p> <p>👤 Access training and share good practice;</p> <p>👤 Adhere to the staff code of conduct.</p>
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PARENT RIGHTS	PARENT RESPONSIBILITIES
<p>👤 Parents have the right to ensure their child learns in a safe and supportive environment;</p> <p>👤 Parents should expect their child has access to a broad, balanced and appropriate curriculum;</p> <p>👤 Parents have the right to be responded to sensitively when raising any concerns;</p> <p>👤 Parents should be able to seek support for their child if they have any problems;</p> <p>👤 Parents have the right to be consulted and receive clear information about school policies;</p> <p>👤 Parents can expect regular communication</p>	<p>👤 Parents should understand and support the school's behaviour policies and expectations;</p> <p>👤 Ensure that their child attends school regularly;</p> <p>👤 Send their child to school on time, prepared and ready to learn;</p> <p>👤 Ensure their child follows the school rules and routines, shows respect for other children, school staff and property and reinforce these at home;</p> <p>👤 Parents should support and reinforce any appropriate consequences for their child's behaviour as outlined by the school;</p> <p>👤 Parents should show an interest in all their</p>

from the school regarding their child's behaviour and progress;

- 👉 Parents have a right to be informed promptly if the school has concerns about their child;
- 👉 Parents have the right to be involved in discussions about their child's behaviour and support strategies;
- 👉 Parents have the right to expect fair and consistent enforcement of the school's rewards and sanctioned;

child does in school and monitor and encourage completion of homework;

- 👉 Parents are encouraged to attend information/ parent teacher meetings so they stay informed about their child's academic and social development;
- 👉 Parents should ensure their child wears the correct school uniform;
- 👉 Act as positive role models for their child in their relationship with our school;
- 👉 Provide the school with all the necessary background information 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;
- 👉 Parents should model responsible and respectful behaviour in their interactions with the school community.
- 👉 Parents should work in partnership with the school.

GOVERNOR RIGHTS

- 👉 To be kept informed about all matters pertaining to the running of the school including changes and developments in regard to behaviour and discipline issues;
- 👉 To be fully informed of all statutory policies that relate to behaviour and discipline;
- 👉 To be consulted about aspects of school life;
- 👉 To make decisions in good faith about the running of the school;
- 👉 To be kept in touch with opinions, concerns and expectations of parents, staff and children.

GOVERNOR RESPONSIBILITIES

- 👉 To work in partnership with the Principal and staff to ensure the children receive a broad and balanced education;
- 👉 Ensure pastoral policies effectively work together to:
 - promote good behaviour and respect for others
 - prevent all forms of bullying
 - create a safe, secure environment
 - ensure pupils presenting with behavioural needs are identified early and appropriate support provided;
- 👉 To ensure the school grounds and buildings provide a safe and secure environment for pupils and staff;
- 👉 To provide clear strategic direction, support and challenge.

6. HOW OUR SCHOOL PROMOTES POSITIVE BEHAVIOUR

At Dromore Road Primary School, our approach to promoting positive behaviour is deeply rooted in our core values and day-to-day practices. These principles guide our actions and interactions, creating a supportive and respectful environment for everyone.

Core Values

Our ethos is centred on core values that shape our approach to behaviour management and discipline. These values include:

- **Honesty:** We encourage pupils to be open, honest, trustworthy, and responsible, standing up for what they believe in.
- **Kindness:** Kindness is practiced through selfless, caring, and compassionate actions. We share kindness with others through acts like a smile, a kind word, or a planned surprise.
- **Respect:** Pupils are encouraged to treat others how they would like to be treated, showing care for how their actions impact others. We respect differences and diversity.
- **Resilience:** We teach pupils to cope with challenges, learn from mistakes, and remain strong in the face of adversity.
- **Pride:** We instil a sense of pride in our pupils, encouraging them to strive for their best and take care of their school and community
- **Staying Healthy:** We prioritise our pupils' emotional health and wellbeing, believing that wellbeing supports us to develop our potential and build positive relationships. For example, our Wellbeing Committee organises activities like mindfulness sessions and stress-relief workshops.

Prioritising Emotional Health and Wellbeing

We place a high priority on our pupils' emotional health and wellbeing. An ethos of collective care is promoted throughout the school, ensuring that every pupil feels supported and valued.

Clear Expectation

In promoting positive behaviour, Dromore Road Primary School operates a system of golden rules which are based on Jenny Mosley's Golden Rules and are displayed around school and in all classrooms. These act as guidelines for good behaviour and ensure all pupils conform to the reasonable expectations and requirements of the school. These include:

- 😊 We are gentle
- 😊 We are kind and helpful
- 😊 We listen
- 😊 We are honest
- 😊 We work hard
- 😊 We look after property





Understanding Behaviour as Communication

Recognising that all behaviour is a form of communication helps us address the needs and concerns of our pupils. For instance, if a pupil is displaying challenging behaviour, we explore underlying issues such as anxiety or difficulties at home and provide appropriate support.

Modelling Positive Behaviour

Every member of staff sets a good example in relationships, punctuality, dress, attitude, and commitment. By promoting, modelling, acknowledging, and affirming positive behaviour, we create a respectful and supportive school culture.

Implementing Class Contracts linked to our Golden Rules

Class Contracts for Learning are agreed upon based on the Golden Rules. We also implement Golden Rules for behaviour in the dining room and playground so that pupils know the expectations. For example, a Class Contract might include rules like: 'We listen when others are speaking' and 'We respect each other's space'.

Teaching Core Skills

Skills and abilities are taught through Circle Time, whole school planning for Personal Development and Mutual Understanding (PDMU), and the preventative curriculum. Starting with foundation stage, children begin to develop their self-awareness, self-management, social awareness, relationship and responsible decision-making skills. Children learn how to manage and express their feelings and identify the feelings of others. They develop an understanding of how their behaviour affects others, and they are taught strategies to build and maintain healthy relationships and friendships. As they move further up the school, they learn how to effectively problem solve and resolve conflicts.

Offering a Broad and Balanced Curriculum

We offer a broad and balanced curriculum that is well planned, prepared, and stimulating. Activities are matched to pupils' abilities to ensure regular success, using a variety of teaching approaches and strategies. For instance, differentiated instruction might be used to cater to different learning styles and abilities.

Setting Boundaries and Building Relationships

Appropriate boundaries for pupil behaviour are set, with staff using firm and consistent management while seeking to develop and maintain positive relationships with pupils. Teachers use clear and consistent language when setting expectations, ensuring pupils understand the rules and the reasons behind them. Adults take responsibility for their behaviours and demonstrate how to apologise and take responsibility for their actions.

Addressing Behavioural Issues

We divert or modify pupil behaviour, when possible, to prevent bigger behavioural issues from developing. Reasonable adjustments are made for individuals to reduce barriers to learning, promoting a system of supports that are learning-centred, nurturing, restorative, and trauma-informed. For example, a pupil struggling with behavioural issues might receive additional support from outside agencies.

Consistent Approach to Bullying

Bullying is dealt with immediately upon discovery. We follow agreed reporting and recording procedures to ensure a safe and respectful environment for all pupils. For instance, any reports of bullying are thoroughly investigated, and appropriate actions are taken to support the child experiencing bullying behaviours and address the behaviour of the alleged individual displaying bully behaviours.

Take 5

We use the 'Take 5' model to support the social, behavioural, and emotional wellbeing of staff and pupils. We Connect through strong relationships and open communication. We Take Notice by being mindful of others' needs and feelings. We Keep Learning to promote growth and resilience. We Give by showing kindness and support. Lastly, we Be Active by encouraging physical wellbeing. This holistic approach helps create a supportive and inclusive environment for everyone.

Building a Sense of Community

We encourage our children to see themselves as part of the whole school community and to recognise their responsibilities within it. Respect and understanding are shown to everyone in the school community. For example, we have buddy systems where older pupils mentor younger ones, fostering a sense of responsibility and community.

Encouraging Self-Pride and Achievement

We encourage pupils to be proud of themselves and to constantly strive to be the best they can be. Success and achievements are celebrated at all levels to build pupils' self-esteem. This could include

weekly assemblies where students are recognised for their achievements, both academic and extracurricular.

Developing Pupil Voice

We listen to pupils and develop their voice through our School Council, Eco Council, Digital Leaders, Playground Friends, and Wellbeing Committee. For instance, the School Council might organise a school-wide survey to gather pupils' feedback on various issues, ensuring their voices are heard and considered. Pupils with SEBW needs will input into an individual IEP/PEP and review, as well as strategies and tools. Input from pupils was also sought in the review of this policy (see appendix 2).

Positive Approach to Playtimes and Lunchtimes

A positive and consistent approach is maintained during playtimes and lunchtimes to ensure a harmonious environment. Staff help organise structured play activities to engage pupils and promote positive interactions and our Playground Friends play a crucial role in promoting positive behaviour during playtimes. They support children in their play by initiating games and fostering friendships.

Recognising and Rewarding Positive Behaviour

Positive recognition is used to encourage appropriate behaviour. A variety of rewards and reward systems are employed both in individual classrooms and at a whole school level. These include:

- **Verbal and Non-Verbal Praise:**
 - Praise and positive feedback
 - A quiet word of encouragement
 - Appropriate eye contact, smiles, nods, the 'thumbs-up' sign, 'high 5', and handshakes
 - An applause
- **Special Privileges and Roles:**
 - Awarded special privileges (e.g. line leader, class helper, energy monitor, Playground Friend)
 - Allowed a special privilege (e.g., extra time on iPad, night off homework, extra playtime)
- **Public Recognition:**
 - A picture displayed with a positive comment on a display board near the front entrance of the school
 - A visit to another member of staff for commendation
 - A visit to the Principal for good work or good behaviour
 - A public word of praise in front of a group, class, or assembly if appropriate
- **Communication with Parents:**
 - A letter or note to parent/guardian informing them specifically of some action or achievement deserving praise
 - Certificates celebrating success

- **Awards and Prizes:**

- Prizes reflecting endeavour, behaviour, and achievement
- Accelerated Reader/Mathletics awards
- Sweet treats
- Class rewards (e.g., Golden time, dojo points)
- Raffle ticket for golden table
- Pupil of the Week – pupils are awarded with a certificate in assembly and their photographs are displayed
- Certificates or stickers for achievement in academic work and for positive behaviour

- **Written Recognition:**

- A written comment/stamp/sticker on pupil's work, either in general terms or in a more detailed way
- Work displayed in the classroom/corridor/hall
- Use of school reports to comment favourably on good work, academic achievement, behaviour, involvement, and general attitudes

- **Staff-Initiated Rewards:**

- Staff also develop their own rewards in addition to those above for individual, group, and whole class recognition. These rewards will be devised in consultation with their class.

7. BUILDING AND MAINTAINING POSITIVE RELATIONSHIPS AT DROMORE ROAD PRIMARY SCHOOL

At Dromore Road Primary School, we understand that good relationships are essential for ensuring our children feel safe and happy at school. However, relationships can be fragile, so we work diligently to build, maintain, and repair them. We focus on fostering a positive sense of community within our classrooms to help prevent conflict. When conflicts do arise, we use a restorative approach to resolve them in a peaceful and fair manner, ensuring all parties are heard and respected.

When misconduct occurs, we encourage pupils to:

1. Accept responsibility for their actions.
2. Understand the impact of their behaviour.
3. Rebuild relationships with those affected.

Our approach emphasises repairing harm rather than administering punishment. Restorative conversations help children reflect on their behaviour, understand its causes and consequences, and identify ways to make amends. This process not only addresses the immediate issue but also promotes long-term personal growth and stronger relationships within the school community. Our approach involves:

De-escalation - Creating a calm, private environment for open conversation.

Actively listening- Hearing the child's perspective without interrupting.

Acknowledging Harm -Discussing how their actions affected others.

Encouraging Accountability- Help them take responsibility and understand the consequences.

Facilitating Dialogue - If needed, we bring together those affected for a respectful conversation.

Finding Solutions – we work together to find solutions and ways to make amends.

Agreeing on Actions - steps are identified for the child to repair harm and improve behaviour.

Providing Support – We offer ongoing support to both the child and those affected. Encourage reflection and learning from the experience.

By following these restorative steps, we aim to help pupils understand the impact of their behaviour, take responsibility, and work towards positive change. This approach fosters a supportive and respectful school community.

8.UNDESIRABLE BEHAVIOUR AND RESPONSES/CONSEQUENCES

Even with good discipline, consequences are necessary. Rules and consequences in a positive behaviour policy create a safe and happy school. They clarify expected behaviours and help children understand the impact of their actions. Knowing there are consequences teaches responsibility and fairness, building trust in our community. Appropriate responses to undesirable behaviour also provide opportunities for pupils to learn from mistakes and make better choices, fostering a positive environment for learning and growth.

At our school we classify unacceptable behaviour into three broad bands:

Level 1- Interventions at this stage are to help pupils recognise which behaviours are unacceptable and to get them back on track. This is behaviour that has been assessed and is perceived to be mildly disruptive. This level of behaviour can be effectively managed at the time in the immediate environment by a member of staff.

<u>Mildly Disruptive Behaviours</u>	Responses/ Consequences
<ul style="list-style-type: none">• Disruption in lessons, in corridors between lessons, and at break and lunchtimes• Non-completion of classwork or homework• Poor attitude/ lack of respect	<ul style="list-style-type: none">✓ Disapproving Look: A simple, non-verbal cue to show disapproval.✓ Quietly Mentioning the Child's Name: A subtle reminder to gain attention.✓ Non-Verbal Cue: Use gestures to signal expected behaviour.✓ Quick Quiet Verbal Reminder: State the broken rule and remind the pupil of acceptable behaviour.✓ Correction Request: Ask the pupil to correct their action, e.g., pick up litter or walk instead of running.✓ Redirection: Redirect the child to another task to refocus their attention.✓ Positive Reinforcement: Praise expected behaviour, e.g., "I like the way you are sitting."✓ Offering Choices: Provide the pupil with options to encourage better decision-making.

	<ul style="list-style-type: none"> ✓ Broken Record Technique: Calmly repeat instructions to reinforce expectations ✓ Repositioning: Move the pupil in line or class to manage behaviour. ✓ Whole Class Discussion: Use Circle Time to address behaviour collectively. ✓ Cool Down Area: Allow time in a designated area to cool down during break or lunchtime. ✓ Time Off Break/Lunchtime: Deduct 5-15 minutes to complete work or reflect on behaviour. ✓ Restorative Questioning: Engage in questions that help the pupil reflect on their actions and impact
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Level 2- Consequences and interventions at this stage reflect repeated & persistent negative behaviours or behaviour that is considered more serious and is not so easily managed within a classroom environment. Often pupils at this level may have many additional needs and risk factors presenting. Senior management will be consulted, and the support of outside agencies may be sought.

<u>Moderately Disruptive Behaviour</u>	Responses/ Consequences
Not an exhaustive list	
<p>Repeated breaches of the school rules that lead to unreasonable high-level disruption of children's right to learn</p> <p>Intentional vandalism Consistent refusal to work Consistent refusal to follow instructions Intimidating others Consistent inappropriate behaviour Unreasonably high level of disruption that significantly disrupts learning Deliberately hurting peers or staff Throwing objects Threatening behaviour Swearing/ shouting at adults</p>	<p>Responses at level 1 will be continued to be implemented by all staff. Other consequences to include:</p> <ul style="list-style-type: none"> • Communication with Parent/Carer • Withdrawal of Privileges: e.g., trip/extracurricular activities • Referral to SENCO/Principal • SEN Register: Behaviour issues or targets added to PEP • Implementation of a Range of Behaviour Management Strategies: e.g., mood/anger management strategies, social stories, calm plan, SEN resource file strategies, SBEW plan, RISE Calm and Connect, daily report card etc • Liaising with External Services: e.g., Educational Psychologist, Behaviour Support Service, EWO, RISE, Children Looked After Advisory Service. • Risk Assessment and Behaviour Management Plan implemented • Referral to Behaviour Support Team:

	Using Request For Involvement (RFI) for individualised support
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Level 3 Consequences and interventions at this stage reflect repeated & persistent negative behaviours or behaviour that is considered more serious. The Principal will be involved, alongside parents and outside agencies.

<u>Seriously Disruptive Behaviour</u> Not an exhaustive list	Responses/ Consequences
Physical or verbal aggression directed towards an adult or pupil Racism Use of object/weapons to hurt others Serious/ continued bullying incidents Significant acts of violence	<ul style="list-style-type: none"> ✓ Referral to Support Teams: Refer to the Behaviour Support Team for EOTAS provision if needed. ✓ Involve Outside Agencies: Engage outside agencies to support the pupil and family. ✓ Multi-disciplinary Approach: Use a team approach to manage behaviour and support the pupil. ✓ Disciplinary Procedures: Implement formal disciplinary actions if necessary. ✓ Suspension/Exclusion: Consider suspension or exclusion as a last resort.

9.Referral Process for Moderately Disruptive Behaviour

Initial Intervention

- **Teacher and classroom assistant:** Observe and document instances of disruptive behaviour, noting the context and frequency using the ABC chart (see appendix 4). Classroom management techniques such as verbal reminders, redirection, movement breaks and positive reinforcement will be implemented and a record kept of the strategies used and the pupil's response. This ABC chart should be completed for a period of approximately 4 weeks and should include negative behaviours in and out of the classroom as well as examples of the positive behaviours to establish a pupil's pattern of behaviour.
- If these interventions are not effective, the teacher discusses the concerns with the SENCO (Special Educational Needs Coordinator). The Primary Behaviour Support and Provisions Service may also be contacted for telephone advice if the teacher wishes to discuss further a child's social, behavioural and emotional wellbeing concerns.

SENCO Involvement

- **SENCO:** Reviews the case, assesses the pupil's needs, and collaborates with the teacher, classroom assistant and pupil to implement additional strategies. The SENCO may also seek the involvement of appropriate external agencies by completing a Referral for Involvement (RFI) to be signposted to the Local Impact Team for appropriate support for the individual pupil e.g. AAIS, PCLAAS, EWO, Primary Behaviour Support and Provisions Service etc. If the behaviour persists, the SENCO may decide to escalate the referral and with parent permission the educational psychologist may also be consulted.

Referral

- **Teacher/SENCO/ Principal:** If further support from Primary Behaviour Support and Provisions Service is required, a referral form detailing the behaviour, interventions tried, and any relevant observations will be submitted for consideration for group or individual support.

External Support Services

- **Behaviour Team:** If the behaviour requires further intervention, the principal refers the case to the behaviour team. The team conducts a thorough assessment and develops a Behaviour Management Plan.
- **Educational Psychologist:** In some cases, the school may consult with an Educational Psychologist for additional support and assessment.
- **Children Looked After Advisory Team:** If the pupil is a Child Looked After, support and advice will be accessed from the EA Advisory Service.
- **RISE NI:** If appropriate the school may access support from RISE. RISE is a health led multi-professional early intervention team to support children and young people with emotional health and wellbeing needs including those related to other aspects including communication and sensory.

Implementation and Monitoring

- **Teacher:** Implements the strategies outlined in the Behaviour Management Plan and monitors the student's progress.
- **Behaviour Team:** Provides ongoing support and guidance, regularly reviewing the effectiveness of the interventions.

Parent and Guardian Communication

- **Teacher/Principal/SENCO:** Keeps parents or guardians informed throughout the process, ensuring they are aware of the interventions and progress.
- If a family requires additional support at home, they will be signposted to Family Support Hub, Parenting NI, PIPS etc.

Review and Follow-Up

- **Behaviour Team:** Schedules regular follow-up meetings to review the student's progress and adjust the BIP as necessary.
- **Principal:** Ensures that the referral process is documented and that all stakeholders are informed of the outcomes.

This process ensures a comprehensive child-centred approach to managing behaviour, involving all relevant stakeholders and external agencies as needed.

10. FORMAL DISCIPLINARY PROCEDURE

If a pupil persistently displays seriously challenging behaviours, the principal may initiate formal disciplinary procedures, which include:

1. **First Verbal Warning:** Given by the Principal in the presence of another teacher and recorded. Parents are informed.
2. **Second Verbal Warning:** Same procedure as the first verbal warning.
3. **Written Warning:** Parents informed in writing
4. **Suspension**
5. **Expulsion**

The school management reserves the right to bypass initial stages and move directly to suspension for serious rule violations.

Suspension/Expulsion:

Suspension:

Only the Principal can suspend a pupil.

Initial suspension: up to 5 days.

Maximum suspension: 45 days per school year.

Extensions need approval from the Chair of the Board of Governors.

Parents, the Chair, and the Education Authority are notified in writing.

The Board of Governors arranges education for suspended pupils.

Behavioural issues during the school day where a child is sent home must be recorded as suspensions.

Expulsion:

The pupil must have been suspended first.

Consultation with the Principal, parent, Chair of the Board of Governors, and Education Authority officer.

The Education Authority decides on expulsion.

Parents are informed of their right to appeal.

The Education Authority arranges education for expelled pupils.

11. REASONABLE FORCE/ SAFE HANDLING

Prevention of a situation escalating is always better than reaction, however, under our duty of care, there may be occasions when staff must use physical intervention. In cases of very challenging

behaviour, 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."

In Dromore Road Primary School, we only use reasonable force as a last resort to keep everyone safe. It is never used as punishment or to cause pain. If it is used, we will record the incident, inform parents, and provide support to everyone involved. We are committed to treating all pupils fairly, including those with disabilities and make necessary adjustments to ensure no child is at a disadvantage.

12.ADDRESSING BULLYING IN SCHOOL

Our Positive Behaviour Policy aims to create a supportive environment prioritising respect, responsibility, safety, and wellbeing, including protecting children from bullying.

Definition of Bullying (Addressing Bullying in Schools Act NI):

- Repeated verbal, written, or electronic communication
- Any other act or combination of acts
- Intent to cause physical or emotional harm

Bullying is intentional, repeated behaviour that harms others. At Dromore Road Primary School, we teach pupils about the impact of bullying and promote empathy and kindness. We encourage reporting of bullying, and our Anti-bullying Policy outlines our response procedures.

If bullying is confirmed, the Anti-bullying Policy will guide our response. If not, the Positive Behaviour Policy will be used.

13.IMPOSING SANCTIONS AS A RESULT OF INCIDENTS AFTER SCHOOL HOURS

In accordance with guidance from the Department of Education for Northern Ireland, the Board of Governors of Dromore Road Primary School reserves the right to impose sanctions on pupils for incidents directly related to school, which occur off the school premises or outside of school hours.

Incidents of this nature may include:

- Bullying of other pupils or fighting on the way to school, or on the way home from school;
- Verbal abuse to pupils, parents/carers, governors or other adults on the way to school, or the way home from school;
- Cyberbullying of pupils, staff or governors during or outside of school hours;
- An attack on the property of a member of staff or school governor after school hours;
- Verbal abuse or physical abuse of a member of staff or school governor after school hours.

14. EDUCATIONAL VISITS OUTSIDE SCHOOL

Children are expected to represent the school in the best possible light. Clear guidelines will be established orally with the pupils regarding conduct during the trip. These expectations will mirror the positive behaviour promoted in school and ensure that pupils understand the importance of good behaviour and wearing their uniform with pride. A pre-trip risk assessment is carried out and a post trip evaluation completed.

15. REDUCING BARRIERS TO LEARNING AND LINK TO SPECIAL EDUCATIONAL NEEDS CODE OF PRACTICE

Social Behavioural Emotional Wellbeing (SBEW) is one of the categories of Special educational Needs in the 1998-2005 Code of Practice. A pupil may be placed on the Code of Practice for SEBD when a class teacher recognises a behaviour difficulty and where normal classroom management strategies and reasonable adjustments are ineffective.

At Dromore Road Primary School, we are committed to creating an inclusive learning environment where every student can thrive. We recognise that many of our pupils may face various barriers to learning, and we are dedicated to identifying and addressing these barriers to ensure all students have equal opportunities to succeed.

Our approach aligns with the principles outlined in the Special Educational Needs and Disability (SEND) Code of Practice. We are committed to:

Early Identification and Support: Identifying pupils with special educational needs (SEN) early and providing timely and effective support.

Collaboration: Working closely with parents, carers, and external agencies to ensure a holistic approach to supporting pupils with SEN

High-Quality Provision: Ensuring that all pupils with SEN receive high-quality teaching and support tailored to their individual needs.

Inclusive Practice: Promoting inclusive practices that remove barriers to learning and participation for all pupils.

In ensuring equity, we are committed to providing reasonable adjustments to ensure that every pupil has the opportunity to succeed. This includes offering tailored support and resources to those who may face additional challenges, whether due to special educational needs, disabilities, or other barriers to learning. Some of the reasonable adjustments we make include:

Calm Down Spaces: Designated areas where pupils can go to calm down and self-regulate when they feel overwhelmed or stressed.

Visual Supports: Visual schedules, social stories, and cue cards to help students understand expectations and routines.

Flexible Seating Arrangements: Provide pupils with opportunity to access seating that helps them focus and feel comfortable, e.g. wobble seats.

Breaks and Movement Opportunities: Regular breaks and opportunities for physical movement are incorporated to help pupils manage their energy levels and maintain focus.

Calm Plan: These plans help pupils to recognise situations or stimuli that cause them to feel stressed or anxious and help them to identify tools and techniques they can use to self-regulate and maintain a sense of calm.

Calm-Down Techniques: Teaching pupils various techniques such as deep breathing, visualization, or using sensory tools to help them calm down.

Clear and Consistent Expectations: Positive reinforcement is used to encourage desired behaviours.

Sensory Tools: Access to sensory tools is provided such as fidget toys, short term use of noise-cancelling headphones, or weighted blankets to help students self-regulate.

Sensory Motor Group:

Support Network: Identifying trusted adults or peers who can provide support when needed. Children Looked After also are assigned a key adult.

Modified Tasks: The length, complexity, or format of assignments are adjusted to match the pupil's abilities and reduce frustration.

Positive Behaviour Chart: Creates agreements between the pupil and teacher that outline specific behaviour goals and the rewards for achieving them.

Social Behaviour & Emotional Wellbeing Plan: Individualised plans that outline specific strategies and interventions to address social, emotional behaviours (see appendix 5)

16.RELATIONSHIP WITH OTHER POLICIES

The Positive Behaviour Policy cannot be viewed as an isolated document and works hand in hand with a suite of other policies such as: Special Educational Needs, Child Protection & Safeguarding, Anti Bullying, Pastoral Care, Attendance, Staff Code of Conduct, First Aid, Medication, Health and Safety, RSE, Intimate Care, E-safety, Equality and Inclusion, Reasonable Force and Safe Handling and School Breaktime and Lunchtime Policy etc.

17.STAFF TRAINING AND SUPPORT

To effectively implement this policy, we provide appropriate training and robust support mechanisms for our staff. Staff are provided with a staff handbook annually and staff meetings are utilised to ensure staff are well informed and supported to implement up-to-date initiatives. Staff have recently completed RISE training, EA Addressing Bullying in Schools Level 1 Introductory training, EA Equality and Inclusion Training, EA CALM Training, EA Trauma Informed Practice training and EA Promoting Positive Emotional Health and Wellbeing training. Additionally, we ensure that staff have access to resources and professional development opportunities to continuously enhance their skills and most recently staff training focused on restorative questioning (see appendix 3).

Individual staff members need to feel part of our team and know that support is always available. At Dromore Road Primary school, this support can come from various sources, including teaching colleagues, SENCo, Senior teacher and the Principal.

If a staff member needs immediate support, they should stay calm and send for support from the general office. Support will be provided as soon as possible by the SENCO, Senior teacher or Principal. If this support is delayed or unavailable, the staff member should contact the nearest teacher by phone or by sending another pupil to get support.

In cases where a staff member has been involved in a stressful behaviour incident, the Principal or Senior teacher will provide support. New and substitute teachers will receive training and advice from Mrs English, our senior teacher, and packs with essential information will be available from the general office.

18.MONITORING AND EVALUATION

Monitoring the effectiveness of the Positive Behaviour Policy is the responsibility of the Principal in conjunction with the Senior Teacher and Pastoral Care Coordinator. This is done through a number of key steps including:

- Feedback from surveys, meetings and discussions (see appendix 1)
- Monitoring of movement around school/ in assembly
- Teacher observations
- PTE/PTM results
- Focus groups – School Council, Wellbeing Committee
- Attendance data
- Monitoring number of incidences at class/ playground level
- Early identification of pupils with additional needs
- Monitoring behaviour targets incorporated on IEPs/ PEP
- Monitoring number of referrals to Principal
- Monitoring number of phone calls to TASH/ referrals to Behaviour Support
- Monitoring number of risk reduction and management plans in place
- Staff training

The Principal and wider staff team will use monitoring data to inform changes to this policy:

- at intervals of no less than four years,
- following any complex incident which highlights the need for such a review,
- when reviewing other associated policies,
- in response to a recommendation by the Education and Training Inspectorate
- following new guidance as directed by the Department of Education.

Signed: (Principal) Date:

Signed: (Chairperson) Date:

Appendix 1

Survey Results

Google Forms Survey April 2024

100% of pupils agree they like their school.

100% like the grown-ups who work in our school.

100% of pupils agree that our playground is a great place to be.

100% of parents agree the school encourages the pupils to be well behaved.

100% of parents agree my child is encouraged to respect and value the opinions/ views of others.

95.5% of parents agree good relationships are evident in the school.

100% of parents agree the school is welcoming and there are opportunities to get involved, e.g. parent/ teacher meetings, school plays, performances, PTA events etc.

BWDW survey October/November 2024

Rights

86% of teaching staff agree that children and young people's rights are central to the school's ethos and approach.

100% of support staff agree that children and young people's rights are central to the school's ethos and approach.

100% of BOG agree that children and young people's rights are central to the school's ethos and approach.

100% of parents and carers agree that the school cares about their child's emotional health and wellbeing.

78% of KS2 pupils agree they learn about their rights in school

Behaviour

100% of teaching staff agree they recognise all behaviour as communication.

100% of support staff agree they recognise all behaviour as communication.

58% of KS2 pupils agree children behave well in school. (42% don't know)

100% of parents and carers agree they are aware of and know how to access school policies.

89% of parents and carers agree they are consulted on school policies.

Safety

100% of teaching and support staff agree pupils feel safe in school.

100% of support staff agree pupils feel safe in school.

100% of BOG agree pupils feel safe in school.
96% of parents and carers agree their child feels safe in school.
100% of FS pupils agree they feel safe in school.
100% of KS1 pupils agree they feel safe in school.
97% of KS2 pupils agree they feel safe in school.

Respect

100% of teaching staff and 82 % of support staff agree there is mutual respect between staff members.
100% of teaching staff and support staff agree there is mutual respect between staff and pupils.
86% of teaching staff and 82% of support staff agree there is mutual respect between pupils.
100% of BOG agree there is mutual respect among our school community.
100% of KS2 pupils agree they show kindness to everyone in our school community.

Achievement

100% of teaching and support staff agree pupil success is celebrated regularly.
100% of BOG agree pupil success is celebrated regularly.
100% of parents and carers agree pupil success is celebrated regularly.
75% of KS1 pupils agree they are told they are doing well or trying hard.
83% of KS2 pupils agree they are told they are doing well or trying hard.

Engagement

100% of teaching staff agree parent voice is heard and valued in a range of ways in our school.
90% of support staff agree parent voice is heard and valued in a range of ways in our school.
100% of BOG agree parent voice is heard and valued in a range of ways in our school.
79% of parents & carers agree their voice is heard and valued in a range of ways.

Appendix 2

Desirable Behaviours (As agreed by the School Council)

Desirable Actions	<ul style="list-style-type: none">❖ Saying 'Excuse me', 'Please' and 'Thank you' – good manners❖ Listening to others❖ Not interrupting others who are speaking❖ Walking sensibly in all areas of school❖ Knocking before we enter a room❖ Responding when an adult greets you or speaks to you❖ Showing good sportsmanship❖ Treating others as you would like to be treated yourself❖ Telling when you are upset or annoyed❖ Being a good role model to others	<ul style="list-style-type: none">❖ Freezing when the bell rings❖ Lining up quickly & quietly❖ Opening doors for people❖ Keeping the school tidy by putting litter in bins❖ Taking care of property❖ Telling the truth❖ Demonstrating kindness❖ Sharing things❖ Showing an awareness of personal space❖ Admitting mistakes❖ Looking after others e.g. playing games in the playground❖ Playing in a friendly way❖ Being on time❖ Wearing correct uniform
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Appendix 3

Restorative Approach

It is the expectation of school that behaviours will not reach the serious level. It is important that when behaviour has not been of an acceptable standard, adults use RESTORATIVE conversations with the child. Restorative conversations should only take place when the child has deescalated and is calm. There should be focus on 'repair' and 'putting it right' to ensure a sense of closure. The conversation will focus on the child taking responsibility for their own actions and may involve the use of prompt questions, as outlined below.

Restorative Questions

1. What happened? Listen carefully to the child
2. What were you thinking at the time? Helps child to reconsider their actions and replay their thought processes
3. What have you thought since? Allows pupil a change of attitude/shift in explanation/an apology
4. How did this make people feel? Allows pupil a chance to think about how their behaviour impacts others
5. Who has been affected and how? Child will need encouragement to see the bigger picture. Teaching the child to use their conscience and empathy
6. What should we do to put things right? Not always get an apology
7. How can we do things differently in the future? Support child when they meet situation in the future.

Appendix 4

Name:

ABC CHART

Date / time	ANTECEDENT What occurred before the behaviour Location, activity, people	BEHAVIOUR Describe what you saw- keep this factual/objective	CONSEQUENCE What did you do/how did the child react/what occurred as a result of the behaviour	Possible purpose/reason (Use this for analysis / reflection) What could be changed / adapted

**Appendix 5
Social Behaviour &
Emotional Wellbeing Plan**

Pupil:
D.O.B:

Devised by:
Date:

What's going well?	What's helping?	What is the child communicating verbally and non-verbally?
What's not going well?	What would help?	

Support

Connect (Pg11 + 23)	Take Notice (Pg14 + 34)	Keep Learning (Pg 16 + 37)
Give (Pg 17 + 40)	Be Active (Pg 18 + 41)	Supporting Adults Will Need (p44)

Reviewed by:

Date:

	What's helping?	
What's not going well?	What would help?	