

Buick Memorial Primary
School

Positive Behaviour
Policy

Reviewed: June 2025

Ratified: September 2025

Review Date: September 2026

Staff and Governors of Buick Memorial Primary believe that...

pupils and staff have the right to learn and teach in an environment which is safe, friendly, peaceful and fair. The school community has defined a very clear set of non-negotiable standards of personal behaviour, which are based on respect for each individual in our community and their individual needs. Our community places self-discipline and a real sense of justice at the core in our determination to provide opportunities where each individual can flourish and develop in safety. Positive behaviour must be carefully developed and supported. Appropriate high self-esteem promotes good behaviour, effective learning and positive relationships. Put simply, we believe pupils learn best when they feel safe and happy in school.

The best results in terms of promoting positive behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement. We also know it is important to strike a balance between recognising positive behaviour and having appropriate consequences which are seen by all to be fair and just and applied consistently when standards are not maintained. Through the example which adults who care for them in school and through well developed planned and stimulating learning opportunities, we believe that children can accept learning challenges and develop self-discipline. It is the responsibility of parents and carers to work with the school in helping to foster positive attitudes and behaviour.

We believe that good behaviour means that everyone in school is:

- Careful and kind
- Polite and friendly
- Helpful to each other
- Quiet and hardworking
- Respectful and tolerant

Aims of our Positive Behaviour Policy

This policy exists to provide a framework for supporting the aims of Buick Memorial Primary School and ensuring the happiness and learning of every individual in our community. It will do this through;

- Encouraging a calm, purposeful and happy atmosphere within school.
- Helping our children develop into caring and thoughtful individuals who respect and value the feelings, opinions, beliefs, property and differences of others.
- Encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.

- A consistent approach to behaviour throughout the school with parental co-operation and involvement.
- Helping our children develop appropriate self-esteem.
- Encouraging our pupils to co-operate with one another and with the adults in school.
- Help create a positive, stimulating learning environment where positive attitudes and behaviour are encouraged and rewarded.
- Help working alongside parents to encourage our children to develop socially, academically, orally and spiritually in preparation for a positive role in society.
- Ensure that everyone is clear about their role when managing a pupil's behaviour.
- Make the children aware of unacceptable behaviour.
- Allow all children equal opportunities to learn.
- Allow all adults in school equal opportunities to fulfil their role.
- Reward and encourage positive behaviour.
- Use sanctions where appropriate in accordance with this policy.
- To develop skills necessary to resolve conflict and differences of opinion with sensitivity.

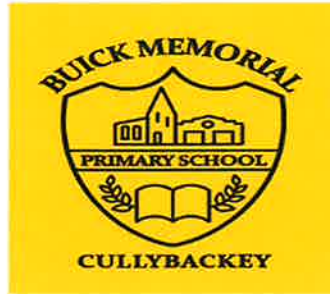
Encouraging Positive Behaviour

We support positive behaviour and a positive environment through;

- A consistent approach by the whole school community.
- Monitoring pupil attendance and taking swift action where necessary.
- Constructive whole school planning for PDMU.
- Developing the voice of the child, through for example the Eco Committee and School Council.
- Appreciating and following the agreed Code of Conduct
- Encouraging our children to see themselves as part of a whole school community and recognising their responsibility within this.
- Developing the skills of co-operation and discussion.
- Encouraging everyone to take pride in the school environment.
- Having a positive and consistent approach to playtimes and lunchtimes.
- Creating a stimulating classroom environment.
- Providing clear and positive learning experiences fairly and consistently.
- Offering a broad and balanced curriculum that is well planned, prepared and stimulating.
- Ensuring that the curriculum issues concerning organisation, methods of teaching and learning, content and differentiation are addressed.

At Buick Memorial Primary School, we believe it is vital that positive behaviour is rewarded through sets of rules, both in the classroom and around the school, and a reward system that is transparent to the pupils is seen and applied consistently and fairly.

Pupil Code of Conduct



To make our school a safe and happy place we should....

- Arrive at school on time and prepared for the day ahead with appropriate stationery
- Wear our full school uniform every day
- Show respect to everybody
- Be honest, polite and kind
- Look after our books
- Take pride in our work
- Walk sensibly and quietly within the school corridors
- Keep our school litter free
- Set a good example to others
- Complete homework to best of our ability

Rights of the pupil, staff, parents and Board of Governors

Pupil Rights	Pupil Responsibilities
<ul style="list-style-type: none">• Be valued as members of the school community• Get help when appropriate, whether with their work or with bullying or other personal worries, and to have a sympathetic audience for their ideas and concerns• Make mistakes and learn from them• Be treated fairly, consistently and with respect• Be involved in decision making when appropriate about matters that affect them, and have their views listened to and, as far as reasonable, acted upon• Be taught in a pleasant, well-managed and safe environment• Work and play with clearly defined and fairly administered Codes of Conduct• Experience a broad, balanced and suitably differentiated curriculum• Develop and extend their interests, talents and abilities	<ul style="list-style-type: none">• Come to school with homework done and suitably equipped for the lessons in the day ahead• Respect the views, rights and property of others, and behave safely in and out of class• Co-operate in class with the teacher, any other adult and with their peers• Work as hard as they can in class• Abide by the school rules – Code of Conduct• Seek help if they do not understand or are in difficulty• Accept ownership for their own behaviour and learning, and to develop the skill of working independently

Staff Rights	Staff Responsibilities
<ul style="list-style-type: none"> • Work in an environment where common courtesies and social conventions are respected • Express their views and contribute to policies which they are required to reflect in their work • A suitable career structure and opportunities for professional development • Support and advice from senior colleagues and external bodies • Adequate and appropriate accommodation and resources • To be treated with care and dignity by all members of the school community 	<ul style="list-style-type: none"> • Behave in a professional manner at all times • Ensure that lessons are well prepared, making use of available resources, and that homework is appropriately set and constructively marked • Show interest and enthusiasm for their pupils' learning • Listen to the pupils, value their contributions and respect their views • Be sympathetic, approachable and alert to pupils in difficulty or falling behind • Identify and seek to meet pupils' special educational needs through the SEN Code of Practice • Share with parents any concerns they have about their child's development or progress • Expect high standards and acknowledge effort and achievement; pursue opportunities for personal and professional development • Report suspected cases of bullying or abuse to Mr Beattie (Designated Teacher for Child Protection) or in Mr Beattie's absence, Mrs Shirlow (Deputy Designated Teacher for Child Protection) • Follow up any complaint by a parent about bullying, and report back within one week on the action which has been taken, the Principal must be informed of any complaint

*Staff includes teachers, classroom assistants, office staff and ancillary personnel working in the school, both permanent and temporary.

Parents' Rights	Parents' Responsibilities
<ul style="list-style-type: none"> • A safe, secure and well-managed and stimulating environment for their children • Have their concerns and enquiries dealt with efficiently and professionally • Be informed promptly if their child is ill or has had an accident • Be informed promptly if the school has a concern about their child • Be informed about their child's progress • Be well informed about school rules and procedures • A broad, balanced and appropriate curriculum for their child 	<ul style="list-style-type: none"> • Ensure that their child attends school regularly and arrives on time- Must be an attempted high attendance (95%+) (Must not fall lower than 85% to avoid EWO involvement) • Inform the school why their child has been absent • Ensure homework is completed to a high standard • Ensure children are suitably equipped i.e. with stationery, for the lessons in the day ahead • Child comes to school with a healthy break and lunch as per EA Guidance • Their child has the recommended, age-appropriate sleep • Be aware of our school rules and procedures and encourage their child to abide by them • Assist with interest in their child's classwork and homework, where possible, provide suitable facilities for studying at home • Act as positive role models for their child in their relationship with our school • Attend planned meetings with teachers and support school endeavours

	<ul style="list-style-type: none"> • Provide the school with all the necessary background information and external agency information regarding their child • Informing the school promptly about any significant change in their child's medical needs or home circumstances • Update the the school regarding any change of contact details / personnel • Do not contact or reference pupil, staff or other parents on social media regarding school matters
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Rights of our Governors	Responsibilities of our Governors
<ul style="list-style-type: none"> • To be kept informed about all matters pertaining to the running of the school • To be consulted about all 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 	<ul style="list-style-type: none"> • To attend regular meetings • To make decisions about: <ul style="list-style-type: none"> - Financial management of the school - Pupil discipline - Implementation of the curriculum - Staff appointments - Community links - Grievance and disciplinary procedures • To work in partnership with the Principal and staff to ensure that the children receive a broad and balanced curriculum • To ensure that the school grounds and buildings provide a safe and secure environment for pupils and staff

How do we reward positive behaviour?

We at Buick Memorial Primary School and Nursery Unit not only promote and teach positive behaviour and attitudes with our children; we also greatly value and reward them. The emphasis of this policy is on the positive and consistent reward of positive behaviour and attitudes.

We believe our children learn best when they are happy at school.

All members of staff will recognise and celebrate positive behaviour and attitudes at all times around the school through informal praise. Children's best efforts will be celebrated through display and performance. Each teacher will have their own system of class rewards.

Rewards may include the following:

- Appropriate verbal praise
- Sticker, badges or stamps
- Star of the Week
- Good Conduct Certificates
- Written comments in books
- Children's work will be displayed in the classroom
- Children's work shown and discussed in class as an example of good work
- Sending the child to another teacher, Vice Principal or Principal for praise
- Special responsibility jobs for pupils e.g. Eco Committee member, School Councillors etc
- Award of special privileges
- Individual or Group Prizes
- Dojo Points / Table Points
- Principal Awards
- Citizenship and celebration of wider achievements

Examples of how positive behaviour is promoted in some Foundation and KS1 classes

Class Dojo- All children recognise and follow the Class Rules and routines.

Points will displayed on an Interactive Whiteboard or iPad. Children track their points throughout the week. At the end of the week the child with the highest score becomes DOJO Champion of the week. (P1 to P4) .

Pupil of the Week- Pupil of the week is chosen for good work, behaviour, manners and for trying hard. They will be given a certificate and they will get to choose a reward.

Examples of how positive behaviour is promoted in KS2

Class rules/charter- Children decide on class rules/charter/contract. The children will discuss and agree this in the first few days of entering their new class. Rules will be written in a positive way i.e. I will put up my hand when I have an answer or question. Pupils will then sign the Charter/Rules/Contract to clarify their understanding.

Gain Ticks/Stickers to win a prize- Ticks/stickers are awarded for good work and good behaviour. 10 ticks equates to one sticker on chart. 5 stickers equates to one voucher for a night off written homework (plus a small reward eg pencil, sharpener, rubber etc).

Celebrity Spotlight- Aimed at focus, concentration and good work. Teacher stamps “Celebrity Spotlight Work” and work displayed on a special board in classroom.

WAGOLL Board- Same idea as Celebrity Spotlight- Teacher highlights “What A Good One Looks Like”. Teacher displays a good example of work on board as an example to the class.

P1 Buddies

In recognition of their senior position in school and to help foster self-discipline and a sense of responsibility, P7 pupils are encouraged to be a helper in P1. As a Helper, P7 pupils undertake various roles, ie

- playing positively with younger children
- reading with the children
- playing games
- showing the children how to use iPads/technology

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
- **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 etc
- **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.
- **Physical Proximity**- move closer to a disruptive pupil
- **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 in to 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?"
- **Repair & Rebuild**- as soon as possible after a reprimand, find an opportunity to say something positive about the pupil, "Catch them being good".

Suspension and Expulsion of Pupils

The school reserves the right to Suspend or Expel a pupil following DENI and Education Authority procedures.

The school reserves the right to impose any listed sanction if an incident is serious enough to warrant it.

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 themselves); 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)

Levels of Unacceptable Behaviour and Relevant Sanctions

It is important that teachers keep a record (diary) of concerning incidents.

All referrals/IEPs should be held on file and referred to on the SENCO records.

<p><u>Level One Behaviours -Misbehaviour that can be effectively managed within a classroom environment by the class teacher/ classroom assistant/supervisor – (the class teacher should be informed- Principal must also be informed)</u></p> <ul style="list-style-type: none"> • Infringement of playground and Class Rules/Code of Conduct. • Disregarding instructions • Speaking out of turn • Minor bad language- spontaneous swearing, sectarian, racial, insulting or rude remarks • Disrupting/distracting another child leading to incompleteness of tasks • Unsafe movement around the classroom/school e.g. running in corridor. • Entering out of bounds areas such as classroom at specified times, without permission • Use of property/resources without asking • Unsafe use of property/resources causing damage. • Insensitivity to others • Not following instructions • Telling lies/getting others into trouble • Rough play 	<p><u>Level One - Behaviour Modification Strategies/sanctions</u></p> <ul style="list-style-type: none"> • Verbal warning to individual/whole class • Private discussion with child • Use of 'Scripting' ¹ to remind pupils of what is acceptable and maintain positive tone. • Reminder of Class/School Rules/Code of Conduct • Self-reflection • Use of 1-10 scale of feelings and encourage self-regulation/solution based discussion • Oral apology • Repositioning of pupil • Withdrawal of pupil from situation (temporarily) • Use of quiet corner/calm box/thinking area (age dependent) • Reduction in play privileges, in line with class routines.
<p><u>Level Two More serious behaviour that is not so easily managed within a classroom environment. (Class Teacher/Assistant/Supervisor will notify other staff and involve Principal. Parents may be notified in writing or by phone call).</u></p> <p>Persistence of Level One behaviours e.g.</p> <ul style="list-style-type: none"> • Deliberate use of bad language to hurt others (includes sectarian/racial/ abuse written or verbal) • Deliberate destruction of another child's piece of work/ Persistent infringement of school rules. • Persistently not following instructions. • Persistently telling lies/getting others into trouble/name calling 	<p><u>Level Two- Behaviour Modification Strategies/sanctions</u></p> <ul style="list-style-type: none"> • Inform parent through a phone call • Meeting with parent/s if necessary • Principal discusses sanctions with pupil, if age appropriate • Ensure work is completed at another time. • Pupils sent in from playground to a supervised area • Stay in at break/lunch-time in a supervised area, as directed by Principal • Loss of privileges – sporting representation/ Dojo Points /playtime etc

<p>also:</p> <ul style="list-style-type: none"> • Bullying behaviours • Answering back/ shouting • Refusal to work or co-operate • Stealing/intent to steal • Isolated acts of violence – kicking, hitting, thumping, biting etc. • Threatening behaviour • Working or playing in an unsafe manner • Outburst of anger but pupil regains composure 	<ul style="list-style-type: none"> • Written apology or self-reflection using questioning. • “Time out” in the classroom or in another classroom
<p><u>Level Three - Very serious misbehaviour or persistent Level Two behaviours.</u> <u>Formal involvement by the Principal and parents.</u> <u>(Additionally other outside agencies may also become involved).</u></p> <p>Persistence of Level Two Behaviours e.g.</p> <ul style="list-style-type: none"> • Persistent bad language (includes racial/verbal abuse) • Defiance • Persistent stealing/intent to steal/ Vandalism of school building or property/ • Dangerous refusal to obey instruction. • Violent playtime incident • Repeated and deliberate incidents of bullying • Major disruption of class activity <p>Additionally:</p> <ul style="list-style-type: none"> • Leaving school premises without consent • Violent hitting/kicking/fighting – aggressive violent behaviour, causing deliberate injury • Aggressively threatening behaviour towards staff/parents/ pupils • One or more of the above behaviours 	<p><u>Level 3 - Behaviour Modification Strategies/sanctions</u></p> <ul style="list-style-type: none"> • Principal informed immediately if crisis occurs-pupil removed from situation and supervised in designated area e.g. office/interview room. Appropriate protection for staff in place • Risk assessment of location/situation • Principal/SENCO involved in monitoring situation from level 2 • Crisis/ anger management and de-escalation intervention • Parents contacted to meet Principal along with class teacher (Designated Teacher for Child Protection/SENCO may attend, if appropriate) • Note of Concern regarding placement on SEN Code of Practice / Placement on SEN register (EBD) for Social Emotional and Behavioural reasons • Other interventions – Targets, Daily record Card etc. • Anger and de-escalation strategies implemented.
<p><u>Level 4 - Where there is persistence of Level Three behaviours and the above interventions are not supporting the pupil adequately, further agency involvement may be deemed necessary.</u></p>	<p><u>Level 4 - Behaviour Modification Strategies/sanctions</u></p> <ul style="list-style-type: none"> • Continued Placement on SEN Register in line with Code of Practice (EBD) • SEBD referral • Primary Behaviour Support intervention • Other agencies e.g. CAMHs, EWO, Psychology may become involved • Suspension or exclusion following appropriate procedures

Causes of inappropriate behaviour

As a school we believe that it is important to look at a child's holistic well-being. This includes "inside school" and "outside school" and how this might affect their behaviours / conduct.

Examples of inside/outside of school factors

The Environment

- Lack of proper ventilation
- Physical problems of limited space
- Special occasions which cause excitement, e.g. Christmas, Fire Drills etc

The Child

- Tired due to lack of proper sleep
- Hungry due to insufficient or inappropriate food
- Poor communication / social skills
- Need for attention from teacher or parent

Family Circumstances

- Child's position in the family
- Child's relationship with parent/siblings/grandparents etc
- Divorce/ bereavement
- Mental health problems
- Family trauma
- Alcohol or drug addiction
- Language barriers

The Neighbourhood

- Child's popularity
- Peer relationships
- Bullying
- Social Problems

These are only examples and other instances may exist.