Enrolling your child at Dundonald Primary School implies that you, as parents, accept our approach to promoting positive discipline and that you will fully support our efforts to maintain standards and develop your child to become self disciplined.

Our school is a UNICEF Rights Respecting School and Articles 3, 12, 29 & 31 of the United Nations Convention on the Rights of the Child underpins our school vision:

“The best interests of the child must be a top priority in all things that affect children”

“Every child has the right to say what they think and to seek and receive all kinds of information, as long as it is within the law”

“Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights as well as respect for their parents, their own and other cultures, and the environment”

“Every child has the right to relax, play and take part in a wide range of cultural and artistic activities”

As a school it is our aim to educate all children to the utmost of their ability. This means offering a broad, stimulating, well structured and well organised curriculum to match the needs of each child. Part of this broad education is to instil good self discipline and sensitivity to others feelings as a sound preparation for life ahead.

Positive behaviour in Dundonald Primary School is regarded by all staff and Governors as central to the effective running of the school.

Positive Behaviour Policy 2017
As a school we always require and demand high standards; these are promoted through:

- A positive teaching attitude of praise, encouragement and rewards
- An awareness of preventative measures
- Corrective action when necessary
- Supportive action from appropriate agencies for behaviour of serious or ongoing concern

A child’s behaviour is seen to be the shared concern of child, teaching staff, ancillary staff, parent, Governors and supportive agencies. Structured lines of communication and clarity of roles ensure that all concerned are aware of the school’s discipline policy.

We continually strive to promote positive attitudes through individual and public praise for good work and behaviour. Strategies include:

- Positive oral and written remarks
- Praise in front of class and assembly
- Display of work
- Merit stickers/certificates
- Sending children with good work to another teacher/principal for congratulations
- Praise awareness raising of anti-bullying and positive behaviour through assemblies and circle times
- Giving special responsibility
- Emphasising positive aspects of a pupil in parental/teacher interviews

**AIMS**

1. To create an environment in which pupils show motivation and work well with their teachers in an atmosphere of mutual respect and good humour co-operation in which teachers can teach and children can learn.
   - To provide well planned, appropriate, curricular and extra curricular activities which meet the needs of all children
   - To create an atmosphere in which pupils respond positively in class, take pride in their work and show both interests and attention.
   - To establish a sense of community
   - To encourage pupils to be independent
   - To provide opportunities for pupils to achieve success and have that success acknowledged.

2. To enable our pupils to make informed and responsible choices and decisions.
   - To encourage the development of interpersonal skills in situations which require pupils to co-operate in order to solve problems
   - To provide opportunities for pupils to develop mutual respect for the rights of others
   - To provide opportunities for pupils to become responsible for their own behaviour

3. To encourage and develop pupils’ self esteem and respect for others through self discipline and the Code of Conduct.
   - To encourage a sense of ownership in the development of classroom rules which reflect the school code of conduct

Positive Behaviour Policy 2017
To encourage self discipline and the notion that we all have rights but we also need to take responsibility for our actions.

Routines and classroom charters are an important part of everyday life in class and in school.

**ROUTINES –**
- Enable children to know what is expected of them – opportunities for disruptive behaviour are minimised
- Teachers should familiarise children in their class with their own routines and should explain, discuss and practise routines especially at the beginning of each school year. They should remind children of the routines frequently until established.

**RULES –**
- Teachers should make clear what standards of school and class behaviour are acceptable at all times. School rules are published in the Positive Behaviour Policy and class rules are negotiated between pupils and class teachers.
- Rules are displayed in all classrooms and playground rules are displayed in each playground.

**SCHOOL RULES**

**RESPECT**
- Pupils should:
  - Be polite, kind, thoughtful and considerate to everyone
  - Display good manners at all times (using words such as please, thank you, excuse me, may I)
  - Speak in a civil and mannerly way to ALL adults
  - Be respectful to ALL adults (eg open door for adults, let adults enter first, let adults pass in the corridor, etc)
  - Pupils are quiet and well behaved when an adult visits their classroom
  - Respect each others property
  - Take care of books, equipment, and have respect for our school building and school grounds

**SELF RESPECT**
- Pupils are expected to:
  - Dress appropriately in school uniform at all times
  - Always care for their personal hygiene and appearance

**LEARNING**
- Pupils should
  - Work quietly and work to their best ability
  - Always try to finish their work
  - Present work of an acceptable standard as determined by the teacher
  - Complete and present homework of an acceptable standard on time, signed by a parent/guardian

**COMMUNICATION**
- Pupils should:
  - Listen attentively when the teacher is talking.
  - Listen to instructions and follow them carefully
  - Raise their hand when they wish to speak to the teacher or class
Positive Behaviour Policy 2017

- Only speak one at a time/show courtesy when another is speaking.
- Speak respectfully to adults and peers alike.
- Knock, enter and wait for permission to speak when visiting another classroom.

**MOVEMENT** Pupils should
- Line up quietly before entering the school
- Move around the classroom and the school in quiet and orderly manner
- Always walk within the confines of the school building
- Use the stairwells by walking in a sensible fashion

**Rights Respecting PLAYGROUND CHARTER Article 31**
The following playground charter was devised after consultation with pupils and staff:
- We will show respect to each other.
- We will play sensibly, without rough play.
- We will remember words can hurt too.
- We will use equipment sensibly.
- We will talk to grown-ups when we need help.
- We will listen to grown-ups.
- We will line up when the whistle blows.
- Grown-ups will provide equipment to play with.
- Grown-ups will look after us.
- Grown-ups will keep us safe

**Rights Respecting CANTEEN CHARTER Articles 24 & 31**
The following canteen charter was devised after consultation with pupils and staff:
- We will eat our lunch with good table manners
- We will behave sensibly so other children can relax
- We will show respect to the grown-ups who provide our lunch
- Grown-ups will provide healthy food
- Grown-ups will remind children about the charter
- Grown-ups will look after us keeping us safe

**Bicycles in school grounds**
- All pupils must wear helmets
- No bicycles should be ridden in school grounds for safety reasons
- Whenever possible bicycles should be parked using the bicycle shelter

**Jewellery**
- During school hours the only suitable items of jewellery are as follows:
  - a watch
  - one pair of stud ear-ring to be worn only in ears (hooped ear-rings are not allowed)
  - a plain signet ring (no stones)
- Children must remove watches and rings each time they do PE or Games.
- Children wearing any other items of jewellery will be asked to remove them and put them in a safe place. Teachers will not be held responsible for looking after any items owned by pupils.

**Mobile Phones** should
➢ Not be brought to school. However, if parents feel their child needs a phone in case of emergency, they should write a letter to school giving permission and noting the serial number of the phone.
➢ Be switched off when in the school grounds and buildings
➢ Not be taken out at break or lunchtimes in the classroom or in the playground

The school takes no responsibility for damage to or loss of mobile phones. The school views the misuse of mobile phones as a serious Child Protection Issue.

**Electronic Games** are not permitted in school

At all times the safety of pupils is paramount and this is implicit in all the rules.

We do not accept inappropriate language, fighting, stealing, lying, bullying behaviour, destruction of property. Parents should note that it is impossible to list all minor acts of misbehaviour. The school reserves the right to judge minor acts on their merit.
SANCTIONS

WORK RELATED

Misbehaviour eg persistently untidy, careless, incomplete work, homework not satisfactorily completed, consistent lack of effort.

- Oral reprimand from teacher – repeat work or complete work in school
- Work to be taken home for completion or child to be kept in at break-time by teacher (parents informed)
  - 3 time-outs during a half term leads to a break-time time-out with Vice Principal or Principal (parents informed)
  - Parents invited for interview with class teacher (head of year informed)
  - Report card issued (signed by parent and head of year)
## Positive Behaviour Policy 2017

### GOING TO BE GREEN

#### FOUNDATION STAGE

<table>
<thead>
<tr>
<th>Reminder Card</th>
<th>Warning Card</th>
<th>Consequence Card</th>
</tr>
</thead>
</table>

- Reminder (verbal)
- Reminder (purple card)
- Warning Card (orange)

**Time to reflect / includes time-out in playground**

- Consequence Card (red) – Exclusion from class or time-out with teacher & (withdrawal of privileges - dependent on severity of behaviour)
- Parents informed

*Each day is a new day and each child will be on a green card in the morning*

3 time-outs during a half term leads to a break-time or lunchtime time-out with Vice-Principal or Principal (parents informed by letter) & withdrawal of privileges – may include exclusion from golden time, clubs, visits outside of classroom, representing school

- Daily/Weekly Report Card
  - Parents are asked to attend an interview with Vice Principal or Principal (IBP written by class teacher for individual child)

- Involvement of Education Authority Psychology Service if necessary (2 IBPs required)

Serious offences - Principal and Governors will decide on course of action this may lead to a reduction of school day, suspension, being sent to a specialised unit for a period of time or expulsion. DENI/EA procedures will be followed

*Severe Clause – any major incident (physical / hurt, provocation to react, language or damage to property) pupil can be sent to Vice Principal or Principal for time-out & withdrawal of privileges*
IT'S GOOD TO BE GREEN

<table>
<thead>
<tr>
<th>KEY STAGE 1</th>
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</thead>
<tbody>
<tr>
<td>Reminder (verbal)</td>
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<tr>
<td>Reminder (purple card)</td>
</tr>
<tr>
<td>Warning Card (orange)</td>
</tr>
<tr>
<td>Loss of some Golden Time</td>
</tr>
<tr>
<td>Consequence Card (red) –</td>
</tr>
<tr>
<td>Exclusion from class or time-out with teacher &amp; (withdrawal of privileges - dependent on severity of behaviour)</td>
</tr>
<tr>
<td>Parents informed &amp; P4 child completes “Behaviour Reflection” sheet at home, signed by child &amp; parent</td>
</tr>
</tbody>
</table>

Each day is a new day and each child will be on a green card in the morning

3 time-outs during a half term leads to a break-time or lunchtime time-out with Vice-Principal or Principal (parents informed by letter) & withdrawal of privileges – may include exclusion from golden time, clubs, visits outside of classroom, representing school

Daily/Weekly Report Card
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Severe Clause – any major incident (physical / hurt, provocation to react, language or damage to property) pupil can be sent to Vice Principal or Principal for time-out & withdrawal of privileges
### KEY STAGE 2

- **Reminder (verbal)**
- **Reminder (purple card)**

- **Warning Card (orange)**

- **Consequence Card (red)** – Exclusion from class or time-out with teacher & (withdrawal of privileges - dependent on severity of behaviour)
  
  Parents informed & child completes “Behaviour Reflection” sheet at home, signed by child & parent

*Each day is a new day and each child will be on a green card in the morning*

3 time-outs during a half term leads to a break-time or lunchtime time-out with Vice-Principal or Principal (parents informed by letter) & withdrawal of privileges – may include exclusion from golden time, clubs, visits outside of classroom, representing school

- **Daily/Weekly Report Card**

  Parents are asked to attend an interview with Vice Principal or Principal (IBP written for individual child)

- **Involvement of Education Authority Psychology Service if necessary (2 IBPs required)**

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*Severe Clause – any major incident (physical / hurt, provocation to react, language or damage to property) pupil can be sent to Vice Principal or Principal for time-out & withdrawal of privileges*
PLAYGROUND SANCTIONS (Break Time and Lunch Time)

**Minor misdemeanour**

- Dealt with by adult in charge restates playground rules
- Adult in charge gives verbal warning
- Repeated misdemeanour - pupil remains with an adult for 5 minutes (time out)
- Pupils who have received “time out” on 3 occasions in one week will be given break time-out with Vice Principal or Principal
- After consideration of pupil’s point of view verbal apologies to injured parties or class may be required.

**Serious Misdemeanour**

- Pupil stays with adult until end of break or lunch
- Incident is reported to class teacher and recorded/break-time time-out with Vice Principal or Principal (letter sent home explaining reason)
- After 3 break-time time-outs during a half term – pupil placed on report card and/or excluded from playground for a set period of time
- Parent to attend an interview
- Involvement of Education Authority Psychology service if necessary (2 IBPs required)

Serious offences - Principal and Governors will decide on course of action this may lead to a reduction of school day, suspension, being sent to a specialised unit for a period of time or expulsion. DENI/EA procedures will be followed

**REVIEW AND EVALUATION**

The policy will be kept under constant review to assess its effectiveness. It may be evaluated using the following means:

- Feedback from all staff (teaching, and non teaching)
- Feedback from pupils (parents)
- Number of pupils referred to Principal or Vice Principal
### Purpose of rewards

- Contribute to the ethos of the school
- Positively recognised and reinforce good behaviour
- Positively recognised effort, success and behaviour
- Encourage pupils to take responsibility
- Enhance morale and self esteem

### Honour Rewards, e.g.

- Positive comments in pupils’ books
- Classroom display, charts/stickers
- Certificates
- Display of achievements

### Social Rewards, e.g.

- Quiet encouraging word
- Public word of praise in front of class
- Non verbal praise/encouragement
- Public acknowledgement of behaviour in assembly
- Work displayed in classroom/corridor
- Visit to another teacher, VP or Principal
- Letter of praise to parents

### Privileges, e.g.

- Extra time in preferred activity
- Helping the teacher or classroom assistant
- Going messages
- Positions of responsibility
- Additional school trips
### RIGHTS AND RESPONSIBILITIES

In order to develop positive relationships throughout the school community everyone should be treated with respect and dignity, be aware of their rights and fulfil their responsibilities.

<table>
<thead>
<tr>
<th>RIGHTS</th>
<th>RESPONSIBILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOVERNORS</strong></td>
<td></td>
</tr>
<tr>
<td>• to be consulted</td>
<td>• to support the Principal and staff in ensuring the efficient running of the school</td>
</tr>
<tr>
<td>• to be kept informed</td>
<td>• to attend meetings and when possible school functions</td>
</tr>
<tr>
<td><strong>PUPILS</strong></td>
<td></td>
</tr>
<tr>
<td>• to be in a safe, secure and healthy environment</td>
<td>• to know and obey the school rules</td>
</tr>
<tr>
<td>• to be happy</td>
<td>• to be equipped and ready to learn</td>
</tr>
<tr>
<td>• to be treated with respect and dignity</td>
<td>• to develop self discipline and honesty</td>
</tr>
<tr>
<td>• to hear and be heard – to express his/her opinion</td>
<td>• to learn from their mistakes</td>
</tr>
<tr>
<td>• to learn to achieve success and have that success acknowledged</td>
<td>• to treat other people/property with respect</td>
</tr>
<tr>
<td>• to be equipped and ready to learn</td>
<td>• to learn and continue to learn and to work to the best of their ability</td>
</tr>
<tr>
<td>• to develop self discipline and honesty</td>
<td>• to take responsibility for their behaviour and actions/not prevent learning of others</td>
</tr>
<tr>
<td><strong>STAFF</strong></td>
<td></td>
</tr>
<tr>
<td>• to be treated with respect and dignity</td>
<td>• to create a stimulating, happy learning environment</td>
</tr>
<tr>
<td>• to have job satisfaction/to enjoy their work</td>
<td>• to prepare well and teach thoroughly</td>
</tr>
<tr>
<td>• to have a safe, clean, healthy environment in which to work</td>
<td>• to treat others with respect and support colleagues</td>
</tr>
<tr>
<td>• to be heard</td>
<td>• to develop children’s confidence and self esteem</td>
</tr>
<tr>
<td>• to be consulted and informed on matters associated with the school</td>
<td>• to listen to children and to get to know children</td>
</tr>
<tr>
<td>• to gain support and respect from children, parents, Board of Governors and SEELB</td>
<td>• to acknowledge pupils’ positive behaviour and achievement</td>
</tr>
<tr>
<td>• to identify and endeavour to meet pupils’ needs</td>
<td><strong>PARENTS</strong></td>
</tr>
<tr>
<td>• to have children educated to an appropriately high standard</td>
<td>• to ensure good attendance, punctuality and to send children to school, equipped and ready to learn</td>
</tr>
<tr>
<td>• to be kept informed of the life and work of the school and the progress of their children</td>
<td>• to promote good behaviour and respect at school and home</td>
</tr>
<tr>
<td>• to have concerns dealt with promptly and appropriately</td>
<td>• to support learning at home</td>
</tr>
<tr>
<td>• to expect their children to be safe in school</td>
<td>• to foster a positive attitude towards school</td>
</tr>
<tr>
<td>• to be valued, respected and supported by the school</td>
<td>• to inform the school of circumstances which might affect the child’s life in school</td>
</tr>
<tr>
<td>• to raise concerns in an appropriate and reasonable manner and allow the school to follow procedures</td>
<td>• to support the work of the school</td>
</tr>
</tbody>
</table>

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