



BALLYCARRICKMADDY
PRIMARY  SCHOOL
Learning for Life

POSITIVE BEHAVIOUR POLICY

2026/27

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1. Introduction

At Ballycarrickmaddy Primary School, we strive to create a caring school community that promotes a love for learning that continues for life. Our vision, 'Learning for Life,' is supported by a safe, inclusive, and respectful environment where every child feels valued and valuable. This ethos is reflected in our pupil booklet, which celebrates our school family, encourages kindness, and promotes a sense of belonging.

“The starting point for learning is a positive ethos and climate of mutual respect and trust based upon shared values across whole school communities where everyone can learn and work in a peaceful and safe environment.”

Building curriculum for excellence through positive relationships and behaviour.

2. Vision and Values

Our School Councillors, in collaboration with the staff and pupils, created a set of values that clearly align with our vision. These are displayed throughout the school and in each classroom.

At Ballycarrickmaddy we all aim to:

- Be kind and caring
- Show respect and good manners
- Be honest
- Listen to others
- Enjoy learning
- Try our best

In order to do this, we must work in partnership with parents and the wider school community to:

- recognise, encourage and reward positive behaviour.
- create a warm and welcoming environment which promotes caring and respect for oneself and for others thus ensuring that effective learning takes place.
- develop within each child a sense of self-discipline, valuing independence and choice.
- establish clear procedures for dealing with and managing unacceptable behaviour.
- encourage truthfulness.

“Developing good relationships and positive behaviour in the classroom, playground and wider community is essential for creating the right environment for effective learning and teaching. Where children and young people feel included, respected, safe and secure and when their achievements and contributions are valued and celebrated, they are more likely to develop self-confidence, resilience and positive views about themselves. This applies equally to all staff in the learning community.”

Better relationships, better learning, better behaviour (Scotland 2013).

3. Aims of the Policy

- Define and promote appropriate behaviour across all areas of school life.
- Encourage mutual respect, empathy, and responsibility among pupils, staff, and parents.
- Support emotional and social development through structured guidance and restorative practices.
- Reduce incidents of inappropriate behaviour through proactive strategies and consistent expectations.
- Ensure consistency in behaviour management across all key stages.
- Uphold the rights of the child as outlined in the UNCRC, including the right to be heard, respected, and safe.

4. Promoting Positive Behaviour

At Ballycarrickmaddy Primary School we expect high standards of behaviour. This respects everyone's rights, in line with the UNRC Convention, but it also benefits the whole school community in a variety of ways.

'Pupils have the right to learn in a safe and supportive environment and be treated fairly (Articles 3 and 12). They are responsible for respecting others, following rules, and taking ownership of their actions.' (Article 28)

Children will be happy to come to school. They will enjoy a happy, secure and settled environment, which facilitates the building of confidence and self-esteem. More time is available for learning and the children will become more receptive to what they are taught. They will become more self-disciplined and learn to take responsibility for their actions.

'Staff have the right to work in a respectful environment and are responsible for modelling positive behaviour and communicating effectively.' (Articles 3 and 29)

Good relationships mean that **staff** can enjoy their work and so be more effective both in and out of school. Teachers can achieve their goals in an improved teaching/learning environment and try more stimulating and challenging approaches.

'Parents have the right to be informed and respected, and are responsible for supporting school policies and ensuring regular attendance.' (Article 24)

Parents will be happier because their children will be more willing to come to school. Improved motivation should mean fewer problems in coping with homework. Communication between parents, children and teachers will be enhanced.

The establishment of a secure and happy environment ensures the best possible learning situation. At Ballycarrickmaddy we aim to achieve this by promoting positive behaviour. Recognising and celebrating positive behaviour is very effective and sustainable in motivating pupils to behave well. Firstly, we believe that children need to be taught what good behaviour is, and to do this we need to work in co-operation with all parents.

5. The Ballycarrickmaddy Booklet

In order to help teach and promote positive behaviour, our School Councillors created a new Ballycarrickmaddy Booklet, which is now being used as a core behaviour education tool. The booklet promotes pupil voice, encourages family engagement, and helps children understand their role in creating a positive school environment.

- It is introduced during induction and revisited throughout the year.
- It is taught and used in assemblies, PDMU lessons, and classroom discussions.
- It supports restorative conversations and behaviour reflection.
- It reinforces school values and expectations through interactive activities.
- It outlines guidelines on how we should behave and conduct ourselves in school.

Foundational to the booklet, is a set of clear guidelines that the school council created in order to help us live out our school's vision and values.

6. Our School Guidelines

KINDNESS AND CARE

"We care for ourselves and others", therefore:

- We are kind to each other.
- We care for others through our words and actions.
- We keep hands, feet and objects in our own space.
- When we are playing and having fun we think of others.
- We include others.
- We tell if we are worried about our friends.

PLAYING

"When we are playing and having fun we think of others", therefore:

- We are happy and play safely.
- We tidy equipment away carefully.
- We let others join in our games.
- We decide on rules of games before we start playing.
- We listen to the adults looking after us.
- We walk to our lines and stand quietly when the bell rings.
- We use kind and appropriate language.
- We walk in a line to our classroom.

RESPECT

"We show respect and good manners", therefore:

- We have respect for ourselves and other people.
- We are well mannered at all times.
- We use kind and appropriate language.
- We have respect for our environment.
- We tidy up after ourselves.

HONESTY

“We are honest and respectful in our relationships”, therefore:

- We are polite, honest and friendly to all.
- We are patient, helpful, kind and cooperative.
- We listen when others are talking.
- We tolerate and appreciate the opinions and rights of others.
- We work to the best of our abilities.

COMMUNICATION

“We listen to each other”, therefore:

- When an adult speaks, we: STOP, LOOK, LISTEN.
- We listen to each other.
- When we want to speak, we put our hand up and wait.
- Work talk is soft talk.
- We remember ‘Good Sitting’.

LEARNING

“We want to do our best learning”, therefore:

- We come to school on time and prepared for the day ahead.
- We want to enjoy learning.
- We start our work quickly and always try to finish.
- We work to the best of our ability and allow others to do the same.
- We ask for help when we need it.
- We work to the set noise level – silence, whisper, partner voice.

SAFETY AND MOVEMENT

“We want a safe school”, therefore:

- We walk quietly throughout the school.
- We sit safely in our seats.
- We handle all equipment carefully.
- We use the toilet properly.
- We queue quietly and move carefully.
- We listen to the teachers’ rules and guidelines.
- We are careful in the carpark.
- We do not leave the school grounds without permission.
- We stay safe online.

7. Rewards

A high rate of praise is very important when trying to establish new behaviour. All staff and pupils are encouraged to participate in a climate of praise and positive reinforcement. We do this because research (and teacher experience) suggests that behaviour which is rewarded is more likely to be repeated. Once established, only intermittent praise should be required to maintain it.

We recognise work related activities which have been well achieved and highlight good behaviour as it occurs through some/all of the following:

1. Non-verbal praise
 - smiles, thumbs up, attention, clapping
2. Verbal praise
 - a quiet word
 - marking of work
 - positive feedback session
3. Social rewards
 - feedback to parents through notes home, verbally, certificates
 - visits to other teachers or the vice-principal
 - visit to the principal
 - public recognition in class, assembly
 - public display of achievement on the school notice board.
4. Privileges and rewards -
 - extra time on preferred activity e.g. computer, watering plants
 - helping teacher
 - errands
 - extra playtime
 - night off homework
 - Golden Time
 - token Rewards
 - Dojo points
 - stars
 - badges and stickers
 - prizes
 - "Smiley" faces
 - certificates for special achievement
 - pupil of the week
5. Class Awards
 - Plaques / shields / cups
 - extra playtime
 - movie afternoon

Rewards are also tailored to each key stage:

Foundation Stage:	Stickers, treat boxes, Star Pupil awards, positive notes home.
Key Stage 1:	Table points, Golden Time, visits to SLT, Seesaw recognition.
Key Stage 2:	Homework vouchers, certificates, public recognition, leadership roles.

8. Restorative Practice

Pupils are fully aware of the high expectations in all areas of life and learning at Ballycarrickmaddy. These are fundamental to respecting the rights of all pupils and staff.

The 3 R's

Relationships.

Strong relationships are at the heart of our school. These relationships include:

- Staff working with other staff.
- Staff and pupils working together.
- Pupils and pupils working together.

Respect.

- If everyone in a school treated each other with respect, there would be fewer problems.
- We should always treat others as we would like to be treated ourselves.

Responsibility.

- Sometimes we do something wrong or get into trouble.
- We want pupils to be supported through dealing with issues in a fair and respectful way.
- Restorative Practice is a positive means of taking responsibility for our actions.

Sometimes, when people come together, things go wrong. Our first port of call is to take a positive approach in dealing with issues when they arise. Ballycarrickmaddy has a caring and inclusive ethos and is committed to a restorative approach to conflict resolution.

Restorative practice creates a harmonious learning environment where pupils can self-regulate their own behaviour and learning. There is an expectation that staff and pupils will work together to create a climate of mutual respect and co-operation which allows effective learning and teaching to take place in a positive and rewarding environment.

Restorative Practice is a means of mediation. It supports pupils in learning how their choices have impacted upon others by making them accept responsibility. A restorative conversation will help them to find a way forward and to behave differently next time.

- It is about giving everyone a chance to tell their side of the story.
- It is about listening and not judging.
- It is used to restore relationships, keeping the school strong.

The pupils' values booklet supports this approach with scenarios, reflection questions, and guidance on resolving conflicts.

9. Sanctions

Sometimes it is appropriate to issue a sanction in order for pupils to learn that their behaviour has been inappropriate and not acceptable.

The following types of behaviour are what the staff of Ballycarrickmaddy Primary School mean by 'inappropriate behaviour':

MILDLY INAPPROPRIATE BEHAVIOUR	MODERATELY INAPPROPRIATE
• throwing pencils on the ground/things around the room • snatching/grabbing things • not looking after things • interrupting • humming, whistling, tapping • shouting out • talking in the corridor • avoiding tidying up • forgetting homework • not having the correct books • touching things on the teacher's desk • borrowing other children's belongings without asking • using nicknames • swinging on chairs • hogging materials/not sharing • talking instead of listening • fiddling with things while teacher is talking • not doing what they are told first time • no manners/rude • telling fibs • running in school • raising voices at inappropriate times • hurting other children's feelings • child not doing his/her best • annoying other children/messing around • ignoring a member of staff • pushing/shoving others • no consideration for others	• kicking/hitting/biting(minor – marks left)/spitting/nipping other children • being <i>very</i> cheeky, rude or answering back. • bullying behaviour (nasty, dominating, excluding others) • blatantly not telling the truth • using a bad word/swearing • blatant breaking of rules <u>SEVERELY INAPPROPRIATE BEHAVIOUR</u> • swearing at the teacher/CA/dinner supervisor/other children • leaving school without permission • deliberate destruction of school property or that of another child • stealing • abusive behaviour • causing deliberate injury to another • attacking another child or adult • compulsive blatant lying • biting other children (severe – leaving visible marks) <u>Please note:</u> <i>Any of those behaviours in the mild category, which happen repeatedly become moderate and can in some instances become severe.</i> <i>Some moderate behaviours can be considered mild depending on the age of the child and possibly if the child has special educational needs. PLPs may be used to manage behaviour in this instance.</i>

10. Our System to Discourage Inappropriate Behaviour

Staff in our school use the 'Positive Assertive Discipline' approach which places the focus on the behaviour and not on the child. This approach involves a stepped consequence system, which provides pupils with opportunities to think about and correct their behaviour, before they reach increasing sanctions.

If a child behaves inappropriately, it is often enough to remind the child of how to behave. We do this by drawing the pupils' attention to our school guidelines, which are positive in nature and highlight what we should 'do' rather than focusing negatively on 'don't' rules.

However, we recognise that no positive feedback system will be effective with all of the children all of the time. Sometimes, depending on the situation, it may be necessary to deal with misconduct by applying sanctions.

To make the sanction positive:

- Use a respectful but assertive tone of voice.
- Focus on the behaviour, not the child.
- Discuss the situation with the pupil.
- Minimise embarrassment and hostility.
- Encourage positive behaviour.
- Reach an agreement.
- Give clear choices and explain consequences to enable pupils to take responsibility.
- Get the child to acknowledge the feeling that you have been fair to him/her.

Behaviour Management and Sanctions Outside of the Classroom

Playground / Breakfast Club / Mad Dogs / After-School Clubs

(Please refer to the types of inappropriate behaviour table above)

Mildly Inappropriate Behaviour

Staff will follow the system below with reference to the school's guidelines. If children are involved in mildly inappropriate behaviour the following stepped consequences will be followed and class teacher informed after break or lunchtime.

1. Child addressed by supervisor and reminded of our school guidelines with explanation of inappropriate behaviour and consequence of continuing.
2. Consequence 1 'Time Out' (5 mins)
3. Referral to SLT member and class teacher informed.

Moderately Inappropriate Behaviour

If a child displays moderate inappropriate behaviour or persistently displays mildly inappropriate behaviours the child will be sent to the Vice Principal or Principal and the procedure for moderate inappropriate behaviour will be applied by the Vice-Principal / Principal.

The Principal will deal with any child displaying severely inappropriate behaviour.

Behaviour Management and Sanctions within the Class

Mildly Inappropriate Behaviour

- Behaviour checked and pupil reminded of school guidelines / class charter.
- Reminder 1
- Reminder 2 (focus seat if needed)
- Consequence 1 – 5-minute time out at break
- Consequence 2 – 15-minute time out at break **10 minutes for KS1 and referral to Principal*
- Consequence 3 – 30-minute time out at lunch **25 minutes for KS1*
(note sent home to parents if a C3 lunch-time consequence is to be completed. This needs to be signed and returned)
- Consequence 4 – Referral to Vice-Principal/Principal (Stage 1 - Yellow Card)
**Consequences completed the following school day*

P1 and P2 use a visual sunshine and cloud in the sky system for pupils. All pupils start each day in the sky. Pupils can be placed on the sunshine for exemplary behaviour or work. If a pupil reaches Consequence 1, they are removed from the sky and placed on the cloud. If they reach Consequence 2, pupils are placed on the dark cloud and must speak with the Principal.

Moderately Inappropriate Behaviour

If behaviour is deemed beyond that of those categorised in mildly inappropriate behaviour, or stepped consequences for mildly inappropriate behaviour have reached the final consequence, the child is referred to the Vice-Principal or Principal.

Referral to Vice-Principal/Principal triggers a 3-stage warning card system:

Stage 1 – Yellow Card

- Discussion with Vice Principal/Principal.
- Behaviour strategies discussed.
- Parents informed by phone.
- *3 days of Consequence 3.*
- The yellow card needs signed by the Vice-Principal/Principal for 5 consecutive days.
- Failure → Stage 2.
- Success → 1-month probation. Further referral during probation → Stage 2 – Red Card.

Severely Inappropriate Behaviour

If behaviour is deemed to be severely inappropriate, or stepped consequences for moderately inappropriate behaviour has reached final consequence, parents are involved, and the following steps are triggered.

Stage 2 – Red Card

- *5 days of Consequence 2 and 3.*
- Phone call + formal letter for meeting.
- SENCO consultation → behaviour/education plan.
- Possible referral to external agencies (EA Behaviour Support, EWO, EPS).
- Board of Governors informed if parents don't cooperate.
- Possible statutory assessment, suspension, or expulsion.
- Alternative provision (e.g. Special School or Behavioural Unit).

11. Suspensions and Expulsions

Should unacceptable behaviour continue despite every effort by the Principal and staff then it may be necessary to suspend or expel the pupil for the good of the vast majority of children in the school. Suspension and expulsion are very severe forms of punishment which are used only in the most serious incidents.

12. Working with Parents / Guardians

Depending on the nature of the incident/behaviour a meeting may be organised between parents and the teachers / Vice-Principal / Principal to discuss the issue. This is at the discretion of the school. It is our desire that parents / guardians and teachers will work together towards a sympathetic view of one another's positions. Parents / guardians can support the school's positive discipline policy in a number of ways:

- Be familiar with the school's policy for Positive Behaviour.
- Encourage children to conform to rules and expectations.
- Explain to children why there are expectations for behaviour in school.
- Support the school's actions and interventions when behaviour needs to be addressed.
- Communicate concerns or disagreements in accordance with procedures, and at appropriate times.
- Report to the school on those procedures parents see as being successful or helpful.

13. Complaints Procedures

Ballycarrickmaddy Primary School welcomes parents' views, constructive criticism and complaints as we believe that in offering service to our children and their parents we must be open to the examination of our practice and make every attempt to improve.

If a parent is dissatisfied or has a complaint then, depending on the nature of the issue, they should speak directly to the class teacher. If they feel the matter is not successfully resolved, they can meet the Principal or Vice-Principal. Appointments to meet any teachers or the Principal can be made via the school secretary. Every attempt will be made to answer the complaint within the shortest possible time scale.

Should a parent feel that neither the teachers nor Principal have helped the situation then they have a right to make a formal written complaint to the Board of Governors, through the Chair of Governors.

14. Managing Behaviour Issues in Relation to the Code of Practice for Special Educational Needs

The investigation of any incident involving a pupil with a disability and/or Special Educational Need will involve input from the SENCo, and that pupil's Personalised Learning Plan and/or behavioural plan will be considered, if applicable. Some children may need teaching, advice and counselling because they genuinely don't know how to behave. Their behaviour patterns may be based on different home values, attitudes and parenting skills. Strategies aimed at behaviour modification will then be articulated via a record of concern/an individual action plan and discussed with the parents and the SENCo so that the child's ability to reach behaviour targets over time can be regularly monitored and reviewed with parents.

15. Guidance on the Use of Positive Handling (Use of Reasonable Force)

A member of staff may use, in relation to any pupil at the school, such force as is reasonable in the circumstances to prevent a pupil from:

- (a) committing an offence;
- (b) causing personal injury to, or damage to the property of, any person (including the pupil him/herself); or
- (c) engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether during a teaching session or otherwise.

All Ballycarrickmaddy members of staff are aware of this legislation and directives and will follow them should the need arise. If deemed necessary the Principal will require parents to come and assist with those situations which may warrant it, particularly if an incident cannot be resolved safely.

16. Links to Other School Policies

This policy for Positive Behaviour is linked to other school policies. These include:

- Anti-Bullying Policy
- Pastoral Care Policy
- Child Protection Policy
- Complaints Procedure

17. Monitoring and Evaluation

Behaviour incidents are recorded and reviewed regularly. The Vice-Principal keeps a dated record of incidents of a severe or moderate nature which are attached to the pupil's record in SIMs (the School Information Management System). Incidents of persistent misconduct, late homework, homework not handed in etc may be recorded by the class teacher. Children can be made aware that the teacher is noting such incidents. Incidents of particularly good behaviour may also be noted.

The policy is evaluated biennially through consultation with staff, pupils, and parents. Updates are informed by feedback and aligned with the school's vision and values.