



Positive Behaviour Policy

	Date
Consultation & Engagement (Staff, Pupils, Parents etc)	May - October 2025
Next consultation/review date:	November 2027
Ratification	November 2025
<i>On behalf of Board of Governors</i> <i>C.Corry 19/11/2025</i>	

Positive Behaviour at St Eugene's PS, Victoria Bridge, where we aim to create a calm and caring community where teachers teach, and children learn. We aim to live out our vision of:

S - striving
T - towards
E – everyone
U – understanding through a
G – great
E – education in a
N – nurturing
E – environment

Within our 'Circle of Learning' we are **s**triving **t**owards **e**veryone
understanding through a **g**reat **e**ducation in a **n**urturing **e**nvironment.

Good behaviour keeps pupils safe, reduces stress for teachers and contributes to a welcoming and caring environment in which pupils can develop as people and both pupils.

Our policy sets out to create a climate that will:

- Promote learning for all pupils.
- Make it easier for teachers to teach effectively.
- Enhance the pupils' self-esteem and foster self-respect and respect for others.
- Encourage independence by accepting the need for self-discipline, self-control and taking responsibility for their own behaviour as a child in our school.
- Develop the interpersonal skills and the ability of our pupils to work with co-operatively with others to resolve problems and potential conflict.
- Have the endorsement and active support of parents.

We wish to thank all of those who responded to the engagement opportunity in creating this policy. Your comments and suggestions may be referenced in this document.

In Saint Eugene's Primary School, we aim to ensure that the rights of all are protected but also understand that with certain rights come responsibilities. The following rights and responsibilities have been agreed through our consultation and engagement process.

Every member of the school community has a right to:

- Be valued as members of the school community.
- Be treated fairly, consistently and with respect.
- Be consulted about matters that affect them, and have their views listened to and, as far as is reasonable, acted upon.
- Have a voice and be responded to.
- Be in a pleasant, well managed and safe environment.

Every member of the school community has a responsibility to:

- Respect the views, rights, and property of others.
- Work co-operatively with the other members of the school community.
- Contribute to and adhere to the school's underpinning values and principles.

Pupils have the right to:

- Be valued as members of the school community.
- Get help when they seek it, whether with their work or with worries and have a sympathetic audience for their ideas and concerns.
- Make mistakes and learn from them.
- Be treated fairly, consistently and with respect.
- Be consulted 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 within clearly defined and fairly administered codes of conduct.
- Experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met.
- Develop and extend their interests, talents, and abilities.

Pupils have responsibility to:

- Come to school on time, 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 and with their peers.
- Work as hard as they can in class.
- Conform to the conventions of good behaviour and abide by school rules.
- Seek help if they do not understand or are in difficulties.
- Behave appropriately on the way to and from school.
- Speak to other pupils and staff in a respectful and kind manner.
- Accept ownership for their behaviour and learning, and to develop the skill of working independently.

Parents have a right to:

- A safe, well managed and stimulating environment for their child's education.
- Be well informed about their child's progress and prospects.
- Be well informed about school rules and procedures.
- A suitably resourced school with adequate and well-maintained accommodation.

Parents have a responsibility to:

- Ensure that their child attends school regularly and arrives in good time, suitably equipped for the lessons in the day ahead.
- Support the school's policies and procedures.
- Support their child's learning.
- Act as positive role models for their child in their relationship with the school and how they talk about school.
- Be aware of school rules and procedures and encourage their child to abide by them.
- Show interest in their child's class work and homework, where possible, provide suitable facilities for studying at home.
- Attend planned meetings with teachers and support school functions.
- Ensure that their child/children behave appropriately on the way to and from school.
- Follow appropriate procedures for meeting with teachers as outlined in the Code of Conduct for those with parental responsibility.
- 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.

Teachers have a right to:

- Work in an environment where common courtesies and social conventions are respected.
- Express their views and to 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.
- Expect support from parents in dealing with issues regarding behaviour and in supporting their child's learning.
- Adequate and appropriate accommodation and resources.

Teachers have a responsibility to:

- Behave in a professional manner.
- Ensure that lessons are well prepared, making use of available resources, and that homework is appropriately set and constructively marked.
- Show interest and enthusiasm in the work in hand and in 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 the parents any concerns they have about their child's progress or development.
- Expect high standards and acknowledge effort and achievement.
- Pursue opportunities for personal and professional development.

Support staff have a right to:

- Work in an environment where common courtesies and social conventions are observed and respected.
- Express their views and to contribute to policies to which they are required to reflect in their work.
- Adequate and appropriate accommodation and resources.
- Opportunities for professional development.
- Support and advice from colleagues and external bodies.

Support staff have a responsibility to:

- Behave in a professional manner at all times.
- Show interest and enthusiasm in children's learning.
- Support the on-going work in the school.
- Be sympathetic, approachable and alert to pupils in difficulty.
- Work alongside all colleagues to create a harmonious atmosphere in the school.
- Expect high standards and acknowledge effort and achievement.
- Deal with low level behaviour incidents as they occur.
- Follow school procedure for dealing with behaviour incidents outside the classroom.

Outcome of Engagement Opportunities:

- 100% of those parents, staff and governors who took part in the engagement process believe it is important for the school to have a comprehensive positive behaviour policy.
- 100% of those parents, staff and governors who took part in the engagement process feel that a positive approach is necessary when dealing with behaviour in school.
- 100% of those parents, staff and governors who took part in the engagement process believe good behaviour is necessary to facilitate effective teaching and learning.
- 100% of those parents, staff and governors who took part in the engagement process agree that it is necessary for school and parents to work together to address any behaviour issues.
- Staff recognise that there are times when dealing with behaviour that a child may not be in an emotional state to reason with. In these situations, staff will aim to defuse the situation by allowing the child time and space to regulate. This may involve asking the child to take time to breathe and calm and/or the use of a calming area within the school.
- Staff may seek support from a colleague when finding a situation especially difficult, this may involve sending for a colleague or if safe sending the child to another member of staff. This is to allow time for everyone to regulate and reflect.

St Eugene's PS recognise that relationships form the foundations for positive interactions and behaviour between all members of our school community. We are fortunate that in many situations a simple conversation can resolve a variety of issues, however, the use of rewards and sanctions are also a mechanism for promoting positive behaviour.

Rewards:

The aim of our rewards at St Eugene's PS is to provide enough incentive for the behaviour to be repeated. Parents and staff agreed that a range of rewards will be used within the school, e.g. individual and whole class, intrinsic and extrinsic motivators.

- Non-verbal rewards might include e.g. smiling, nodding, thumbs up sign, a handshake.
- Verbal rewards might include, e.g. overt or unobtrusive acknowledgements (depending on the circumstances and age of pupil), written comments in books, stickers, certificates, dojo points, reporting good news to a parent etc.
- Other rewards might include, e.g. a position of responsibility, celebration of work, a visit to show another teacher or principal, a mention in Assembly or on our online learning platform, Pupil of the Week Award.
- Representing the school at events.

One parent commented:

"It would be nice to see students commended on their extra circular awards like every other school".

School staff agree and are keen to commend pupils and celebrate all successes, for safeguarding purposes these are shared on Seesaw when brought to the attention of individual class teachers.

Pupils commented that they love Pupil of the Week, certificates, posts on our seesaw accounts, featured on wow walls and praise from other members of staff.

Pupils also stated that they would like homework passes and trips out as rewards for positive behaviour.

Sanctions:

Sanctions provide pupils with the security of clearly defined boundaries and, in doing so, they encourage appropriate and acceptable behaviour. We believe it is important to ensure that pupils are fully aware of the conditions which will lead, in all likelihood, to the imposition of sanctions. Sanctions should not be viewed as punishments, instead the focus is upon achieving behavioural change. Through the engagement process it was unanimously agreed that:

- Sanctions should be applied as soon as possible.
- Sanctions should not be applied to entire classes or groups of pupils when the guilty parties have not been identified.
- Sanctions may include a restriction of access to privileges for a period of time until more positive behaviour has been observed.
- Sanctions may include being placed on a behaviour report card, a referral to a senior member of staff or the principal which in some cases may result in suspension.

Parents and staff agreed that detention before and after school or during lunch or break times is not a sanction that we wish to implement at St Eugene's PS. We believe children are entitled to their free play time during their breaks, the only exception being when a child may need to be asked to take time to regulate or their safety or the safety of others is in question.

One parent suggested:

"Perhaps encouraging a child to perform a kind/positive act and reflect on how this felt in comparison to negative act would be something the school would consider".

Staff agreed that this was a lovely suggestion and are keen to implement this where appropriate.

Another parent mentioned the fear of a child being accused of *'telling tales'*, staff agree that this language should not be used, and children will have the opportunity to be heard and listened to.

Class teachers will be responsible in the first instance for dealing with incidences of poor behaviour. Teachers will monitor behaviour in their class.

Should the poor behaviour persist, the class teacher will speak with the parents. Should an improvement not be achieved then parents will be invited into the school to discuss matters and a plan of action drawn up. This plan will incorporate actions to be taken at school and at home where necessary. It is important that the school and home, work very closely together to ensure that high standards of behaviour are prevalent in the school.

Children who have been identified as having difficulties through the SEN Code of Practice may follow an individual plan/targets on an IEP

Each class will develop and agree their own class rules with their teacher, this will include the agreement and knowledge of rewards and sanctions and when they may be applied. Rules will focus on the positive for example *‘in our class we use kind words to each other’* rather than *‘we do not say unkind things to each other’*

“The most effective school rules are short, personalised, expressed in positive terms, easily monitored and a result of whole-school consultation and debate.”
Pastoral Care in Schools: PROMOTING POSITIVE BEHAVIOUR, DE, 2001

The following behaviour is regarded as not being conducive with the learning, safety, welfare and happiness of all in Saint Eugene’s, Victoria Bridge:

- Physical Assault of any kind.
- Persistent disruptive behaviour in class - Calling out in class, interrupting others and being inattentive when others are contributing to the lesson.
- Refusal to follow instructions.
- Name calling.
- Being unkind or disrespectful to peers, including engaging in any form of bullying as outlined in our Addressing Bullying Policy
- Directing abusive language at other pupils or staff.
- Defacing, destroying, or hiding other pupil's belongings or school property.
- Leaving the classroom without permission.
- Leaving the school premises without permission.
- Theft.
- Unacceptable behaviour in the toilets, cloakroom, dinner hall, corridor etc.

During engagement with parents the following comment was submitted:

“Ideally clear parameters of when a parent is informed of any recurrent acts which could be interpreted as bullying. This would help parents understand scenarios from varying perspectives and manage child emotions”.

The table on the next page will help everyone in our school community know the procedure followed for addressing poor behaviour at St Eugene’s PS.

Procedures for addressing Behaviour at St Eugene's PS:

Parents:

1.	Parents should arrange to speak to their child's teacher if they are concerned about behaviour.
2.	In the event of a behavioural incident, parents should seek to clarify the version of events with the school. Together parents and staff will work together to seek a resolution and positive way forward.
3.	If a behavioural incident has occurred in school involving other children, parents should speak to the class teacher in the first instance rather than trying to resolve a situation directly with another parent outside of school.

Teachers:

1	Class teachers will be responsible in the first instance for dealing with incidences of unacceptable behaviour using rewards and sanctions within their classes. Teachers will monitor behaviour in their class.
2	Should the unacceptable behaviour persist, the class teacher will speak with the parents. A home – school report card may be used. A running record of behaviour incidents may need to be created to log incidents, help establish patterns in the behaviours and to be used as evidence for further support.
3	Should an improvement still not be achieved then parents will be invited into the school to discuss matters. A referral to outside agencies such as Behaviour Support may be considered.
4	Should unacceptable behaviour still continue a meeting will be held with the parents, class teacher and principal to discuss responsibilities and a way forward.
5	In the case of a serious assault and/or repeated unacceptable behaviour the suspension procedures will be initiated.
6	If necessary, the exclusion process will be invoked.

In the case of behaviours relating to bullying concerns the procedures in our Addressing Bullying Policy will be followed.

APPENDICES

LINKED SAFEGUARDING POLICIES

The Positive Behaviour Policy works in conjunction with the following suite of linked safeguarding policies:

- The Addressing-Bullying Policy – when socially unacceptable behaviours become bullying behaviour.
- The Special Needs Policy – to ensure that behavioural barriers to learning are reduced through providing a range of supportive strategies and interventions.
- Safeguarding and Child Protection Policy
- Attendance
- E-Safety

SUSPENSION PROCEDURES

Should suspension of a pupil be deemed necessary the following procedures will be adhered to under the existing legislation:

- a pupil can be suspended only by the Principal.
- an initial suspension must not exceed 5 days.
- a pupil can only be suspended for a maximum of 45 school days in a school year**.
- the Principal cannot extend a period of suspension without the prior approval of the Chair of the Board of Governors.
- the Principal must immediately give written notification of a suspension to the parent of the pupil, the Chair of the Board of Governors, the Education Authority and (in the case of a pupil at a Catholic maintained school) to CCMS.

“Suspension and Expulsion Procedures” DENI 2004