



Harmony Hill Primary School

**Positive Behaviour
Policy**

2026

Approved by Board of Governors:

Review Date: 2026

“Good behaviour is necessary for safety and to allow effective teaching and learning to take place.”

Harmony Hill Primary School accepts and promotes this principle, and seeks to create a disciplined learning environment, which encourages and reinforces good behaviour. We believe a clear code of conduct, which is understood and accepted by all, helps us to achieve and maintain positive standards of behaviour.

1. DEVELOPMENT OF POLICY

In Harmony Hill Primary School we are committed to providing a positive, purposeful, orderly and safe environment for all its pupils; a place which allows each pupil to flourish and grow in confidence. We encourage growth of independence, resilience, self-worth, respect, including respect for diversity, compassion for others, empowering children to reach their potential. We aim to nurture a community where pupils, staff, parents and governors enjoy a sense of belonging.

2. GUIDING VISION

We seek to create a supportive, positive and hard-working atmosphere, where all pupils are valued equally and encouraged to develop their talents in an environment of mutual respect and support. It is, our vision,

‘To nurture wellbeing and attainment so that each child reaches positively forwards towards their full academic and personal potential, with no one being left behind or forgotten.’

It is, therefore, our policy to provide a safe and supportive learning environment for all our pupils.

We believe our pupils need to be prepared for life and work and to learn to accept that rules need to be respected.

When lapses of behaviour take place, it is intended that a positive approach to discipline will be adopted, with the emphasis placed on promoting desirable behaviour in the future. This involves acknowledging a pupil’s potential to improve and learn from mistakes.

The development of positive behaviour is on-going. With the support of Governors and parents we aim to:

- Set and maintain acceptable standards of behaviour
- Encourage and acknowledge good behaviour
- Encourage concern for others, for the school and its environment
- Involve everyone in promoting good behaviour

3. AIMS

- To encourage an awareness of the importance of self-discipline, honesty, integrity, and responsibility.
- To promote good behaviour and discipline which are essential to effective learning.
- To enhance pupils' self-esteem and foster a spirit of openness and cooperation by placing a greater emphasis on praise and reward rather than on punishment and control.
- To provide guidance within our school community to promote positive behaviour.
- To clarify for staff, parents and pupils the lines of referral in matters of school discipline.
- To lay out clearly our code of conduct and what constitutes a breach of discipline.
- To promote the partnership between home and school.
- To ensure an appropriate standard of manners and common courtesy.
- To encourage staff to adopt a pro-active approach to behaviour management, endeavouring to prevent problems before they surface.

4. LINKS TO OTHER POLICIES

Essential guidelines for management of school discipline throughout the school are provided by the following policies:

- Anti-Bullying Policy
- Safeguarding and Child Protection Policy
- Safer Internet Policy
- Attendance and Punctuality Policy
- Special Educational Needs Policy
- Educational Visits Policy
- Digital Device Policy

These policies should be read in association with this policy and are deemed to be part of it.

5. SCOPE

This policy will apply to pupils during the school day, when on school trips, when in school uniform, when representing the school and when engaging in school activities.

This may cover the need to address inappropriate pupil behaviour when,

- Taking part in any school-organised or school-related activity
- Travelling to and from school
- Wearing school uniform
- In some way identifiable as pupils of the school
- Damage is caused to school property
- The behaviour could have repercussions for the orderly running of the school
- The behaviour poses a threat to another pupil, member of the public or school staff
- The behaviour could adversely affect the reputation of the school

When it is not appropriate for the school to intervene or sanction a pupil, the school may deem another agency more appropriate to deal with an incident (e.g. parents/guardians, Social Services or the Police).

6. THE CURRICULUM AND LEARNING

In Harmony Hill Primary School we believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning and appropriate feedback all help to promote positive behaviour.

It follows that lessons should have clear learning intentions and be differentiated to meet the needs of all pupils. Effective and regular formative feedback can be used as a supportive technique, providing dialogue to the pupils on their progress and their achievements, and as a signal that their efforts are valued and that their progress matters.

7. CLASSROOM MANAGEMENT

Classroom management and teaching methods have an important influence on pupils' behaviour. The classroom environment gives clear messages to the pupils about the extent to which they, and their efforts, are valued.

Positive relationships between the teacher and pupil, as well as clear and fair strategies for encouraging good behaviour, all have a bearing on the way pupils behave. Overall, the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills which will enable the pupils to work in co-operation with others.

Teachers should endeavour to prevent problems before they surface through effective classroom management and positive behaviour approaches.

8. RIGHTS AND RESPONSIBILITIES

Pupils have ***the right to:***

- a high quality education;
- feel safe and secure in school;
- be an individual and feel proud of achievements;
- be treated by other pupils and staff fairly and with respect;
- receive help, support and encouragement for particular needs at school;
- be listened to and offered opportunities to have their opinion heard within a respectful atmosphere.

Pupils have ***the responsibility to:***

- do their best at all times;
- respect individual differences, and to behave in a way that respects the rights of fellow pupils;
- treat staff, fellow pupils and members of the public with respect and in a mannerly and courteous manner;
- report unacceptable incidents and understand that to do nothing is supporting the inappropriate behaviour;
- behave in a way that upholds the good name of the school;
- behave in a way that respects the role of staff and the rights of others;

Parents have ***the right to:***

- a safe, well-managed and stimulating environment for their child's education;
- reasonable access to the school, and to have their enquiries and concerns dealt with sympathetically and efficiently
- be well-informed of their son/daughter's progress and prospects;
- be involved in key decisions about their child's education.

Parents have ***the responsibility to:***

- ensure their son/daughter attends school regularly and arrives in good time (between 8.50am and 9.10am), with homework completed, and suitably equipped for the lesson ahead;
- be aware of school expectations and procedures and encourage their son/daughter to abide by them;
- support the school and respect the disciplinary authority of school staff;
- show interest in their son/daughter's class work and homework providing suitable facilities for completing work at home;
- act as positive role models for their son/daughter in their relationship with the school;

- attend planned meetings with teachers;
- provide the school with all necessary background information about their son/daughter, including concerns, medical needs, Special Educational Needs, or home circumstances;

Teachers & Support Staff have *the right to*:

- 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;
- have opportunities for professional development;
- support and advice from senior colleagues and external bodies.

Teachers & Support Staff have *the responsibility to*:

- behave in a professional manner at all times;
- ensure that all lessons are well-prepared, making use of available resources, and that homework is appropriately set and constructively marked;
- show interest and enthusiasm in their pupils' learning;
- listen to the pupils, value their contributions and respect their views;
- be sympathetic, approachable and alert to pupils in difficulty, underachieving, or not being sufficiently challenged;
- identify and seek to meet pupils' special educational needs through the SEN code of practice and graduated response framework;
- expect high standards and acknowledge effort and achievement;
- pursue opportunities for personal and professional development.

Teachers will share with parents any concerns they have about their child's progress and personal development;

Adapted from Pastoral Care in Schools: Promoting Positive Behaviour DENI 2001.

9. REPUTATION OF THE SCHOOL

In order to maintain the good name, environment and public image of the school, we have the following expectations:

- Pupils are encouraged to wear their uniform. School has effective systems in place to support the reusing of previously owned uniform items.
- Pupils must behave with courtesy and respect to one another and to members of the public.
- No one may use the school name, badge, crest or motto for personal reasons without permission.
- Pupils must take pride in the appearance of the grounds of the school. Litter should be placed in bins; pupils may only eat in the designated areas as defined by their teacher.
- Graffiti or vandalism is not tolerated.
- Pupils may not chew chewing gum.
- Pupils must never bring the school's good name into disrepute through any form of act or means of communication (including electronic communication).

10. CHARTERS, BEHAVIOURAL EXPECTATIONS, REWARDS & CONSEQUENCES

We have two key statements that describe acceptable behaviour:

- Each child is expected to behave in a responsible way both to themselves and others, showing consideration, courtesy and respect at all times; and
- Each child is expected to take care of the property, buildings and grounds of the school

With this foundation, each class will agree and display age-appropriate charters or codes of conduct on agreed behaviours.

Codes of Conduct

- Codes of Conduct will be written in a positive way, whenever possible, and will be frequently referred to in the classroom.
- These will be written using "children will" and "adults will" statements.
- These statements will relate to the classroom and encompass behavioural expectations across the school.

Rewards

Examples of rewards as part of this behaviour policy include:

- Verbal praise
- Stickers
- Praise notes
- Certificates
- Whole class rewards

- House points (P5-P7)
- Wrist bands
- Dojos
- Golden time

Consequences

When teachers first observe inappropriate classroom behaviour, they will remind children of the agreed class code of conduct and what is expected of them. If inappropriate behaviour persists, an appropriate sanction will be agreed.

Examples of sanctions include:

- Reminders and verbal warnings
- Withdrawal of privileges
- Home School Behaviour Support Log
- Loss of Golden Time
- Loss of playtime at break or lu
nchtime respectively
- Withdrawal of previously approved application to have a digital device in school, when the terms of this policy are breached (Refer to Digital Device Policy)
- Debarment/Suspension

Behaviour at Break and Lunchtime

A child's behaviour during lunchtime and in the playground is also very important. That includes being respectful to the lunchtime supervisors or other adult staff in the school. Inappropriate behaviour at lunchtimes will be reported to class teachers and the class teacher will apply appropriate sanctions.

11. Pupils with Special Educational Needs

For some children, including those with trauma needs or SEN statement of need, we recognise that for some individual children the behaviour may be a form of communication. We will work closely with parents and other professionals to implement supportive strategies within a needs led response.

12. SEVERELY DISRUPTIVE OR PERSISTENTLY INAPPROPRIATE BEHAVIOUR

If a child's inappropriate behaviour is so frequent and/or so extreme that it may cause injury to self or to other children, then the child responsible will be referred immediately to the school's Senior Leadership Team and appropriate action will be taken.

Sanctions

The sanctions that the Senior Leadership Team can use include:

- Debarment at break and/or lunchtime
- Removal from representing school in public or team events.
- Debarment from after-school provision/activities and/or educational visits
- Suspension
- Expulsion

Normally these are applied in order of severity, but they may be by-passed in more challenging scenarios. We apply these sanctions following agreed procedures and usually only when other efforts have failed to make a real improvement in a child's behaviour.

Debarment

The school will debar children whose behaviour is so poor that other children are in need of protection from them, or because a child is involved in constant and/or serious disruption.

Debarment means that the child will be sent home, at the earliest opportunity of collection by the child's parent(s), or by someone designated by them to collect their son/daughter. The responsibility for care is thereby returned to the parent(s) until such time as the child's behaviour is modified.

Debarment from After-School provision and/or Educational Visits

Harmony Hill Primary School requires children to agree to a specific code of conduct related to after-school provision and educational visits. This code is intended to ensure that all children can benefit from, and enjoy, such activities and that they can do so safely. Children are reminded that they are ambassadors for their school whenever they are taking part in such activities.

The school believes that, because the learning environment can be less formally structured during after-school provision or on an educational visit, children need to have demonstrated consistently acceptable standards of behaviour in school if they are to participate.

Suspension

The school may suspend children in cases of extreme or repeated serious behaviour in accordance with the EA and Department of Education policies. We regard suspension as a very serious sanction which will normally only be used when other available strategies have failed to modify extremes of behaviour. The school reserves the right, in exceptional circumstances and in accordance with Board policy, to suspend a child immediately from the school.

Expulsion

It is envisaged that the permanent expulsion of a pupil by the principal would only happen as a result of repeated suspensions or the most serious breach of school discipline. This will be in line with the Education Authority's most updated guidance.

13. Parent Partnership

Keeping Parents informed

The school cannot inform parents about every lapse of behaviour. Everyone can make mistakes or act inappropriately at times, but we do monitor the behaviour of each child, so that if a pattern of unacceptable behaviour begins to emerge, the school will inform parents accordingly. This will usually be through the class teacher speaking directly to the parent at the school gate or by telephone or in writing. There will be times when the school may need to arrange a meeting with parents to discuss concerns and, where appropriate, 24 hours' notice will be provided to allow for an appointment to be created.

Keeping School Informed

As a school, we recognise that, at times, uncharacteristic/unsatisfactory behaviour can stem from personal problems or difficulties.

Children can become upset about things inside or outside of school. If parents are aware of what may be a difficult time for their child, they should inform the school; thereby ensuring that the child may be supported appropriately.

14. EXPECTED BEHAVIOUR ON EDUCATIONAL TRIPS AND VISITS

Pupils who are participating in any extra-curricular activities/trips are ambassadors for themselves, the school and their parents. The 'Educational Trips Policy' gives additional behaviour expectations for such occasions.

15. PROMOTION OF AN ANTI-BULLYING ETHOS

Harmony Hill Primary School adopts the Addressing Bullying in Schools Act (Northern Ireland) 2016 definition of bullying

Definition of “bullying”

1.—(1) In this Act “bullying” includes (but is not limited to) the repeated use of—

- (a) any verbal, written or electronic communication,
- (b) any other act, or
- (c) any combination of those,

by a pupil or a group of pupils against another pupil or group of pupils, with the intention of causing physical or emotional harm to that pupil or group of pupils.

(2) For the purposes of subsection (1), “act” includes omission.

The school has an Anti-Bullying Policy in place, which is reviewed annually. The policy describes the school’s procedures to ensure bullying behaviour is dealt with promptly and sensitively.

[See Anti-Bullying Policy]

16. THE USE OF REASONABLE FORCE / SAFEHANDLING

There are circumstances when teachers and other adults in positions of responsibility required to act in a way that involves some physical intervention because there is no other choice. This is when a pupil is,

- Causing personal injury
- Causing damage to property
- Committing an offence

17. CONSISTENCY OF APPROACH

Recording

The school uses Microsoft OneNote to record details of ongoing instances of behaviour within school. This provides the school with an effective and confidential method of monitoring and tracking each pupil’s conduct and progress.

18. TRAINING AND PROFESSIONAL DEVELOPMENT OF STAFF

The school will provide training and development for staff through:

- Induction training for new staff
- Guidance and support materials
- Appropriate training tailored to specific needs and priorities

19. REVIEW OF POLICY

This policy will be reviewed annually by the Board of Governors; however, the school may revise the policy at any time it considers necessary. The latest version will be available by contacting the school.

Under Review

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