



Harmony Hill Primary School

Positive Behaviour

Policy

2026

Approved by Board of Governors:

Review Date:

Introduction

Harmony Hill Primary School is committed to fostering a disciplined, inclusive and supportive learning environment where positive behaviour is taught, modelled and consistently upheld. A clear and shared code of conduct enables all members of the school community to understand expectations and maintain high standards.

“Do the right thing even when no one is watching.” — C.S. Lewis

Development of Policy

In Harmony Hill Primary School we are committed to providing a positive, purposeful, orderly and safe environment for all our pupils; a place which allows each pupil to flourish and grow in confidence. Our approach promotes:

- independence, resilience and self-worth
- respect for others and diversity
- compassion, responsibility and cooperation
- a strong sense of belonging within the school community

Guiding Vision and Rationale of Approach

We seek to create a safe, nurturing, positive and inclusive environment where all pupils are valued and supported to reach their full potential. This is captured in our school vision which states:

‘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.’

Our approach reflects current educational understanding that positive behaviour is best developed through:

- clear expectations

- consistent modelling by adults
- strong relationships
- opportunities for pupils to develop self-regulation

While recognition of positive behaviour is important, we believe it is equally important that pupils learn to:

- act responsibly without reliance on reward
- develop intrinsic motivation
- take pride in making positive choices

This balanced approach supports the development of character, independence and lifelong learning behaviours.

Whole School Commitment

In partnership with governors and parents, the staff team will:

- maintain consistent expectations
- teach and model positive behaviour
- recognise effort and achievement
- promote respect for others and the environment

Flowing from this commitment, we aim to:

- Support behaviour as the foundation of effective learning
- Build confidence and self-esteem
- Provide clear and consistent expectations
- Strengthen home–school partnerships
- Promote respect, courtesy and inclusion
- Encourage a proactive approach to behaviour management

Links to Other Policies

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

Addressing Bullying in Schools 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.

Scope

This policy applies:

- During the school day
- On trips and visits
- When travelling to and from school
- When pupils represent the school

It also applies where behaviour:

- Affects safety or wellbeing
- Causes damage
- Disrupts learning
- Impacts the school's reputation

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).

Teaching, Learning and Behaviour

In Harmony Hill Primary School we believe that an appropriately structured curriculum and effective learning contribute to positive 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.

Effective teaching promotes positive behaviour. Staff will:

- Plan for individual and whole class needs
- Set clear learning intentions
- Provide meaningful feedback
- Engage pupils actively and purposefully to encourage positive learning outcomes
- Ensure the delivery of a broad and balanced curriculum

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 positive 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.

Rights and Responsibilities

Pupils

Have the right to:

- Feel safe, respected and valued

Have the responsibility to:

- Do their best
- Respect others and differences
- Behave responsibly
- Uphold the school's values

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 involved in key decisions about their child's education.

Parents have the responsibility to:

- Support attendance
- Model appropriate expectations to promote positive behaviour
- Communicate relevant information
- Engage with the school in a respectful manner

Teachers & Support Staff

"The best way to improve behaviour is to teach and model it." — Unknown

Staff will:

- Model respectful and positive behaviour adhering to staff code of conduct at all times
- Maintain high expectations
- Support pupils to exhibit positive behaviour
- Identify and respond to individual needs
- Communicate with parents where necessary
- Proactively endeavour to engage with needs-led interventions and strategies to support children with challenging behaviours

Reputation of the School

To maintain the good name, environment and public image of the school, all pupils are expected to:

- Wear uniform appropriately
- Treat others with respect

- Care for the school environment
- Represent the school positively
- Use online platforms and digital communication in a responsible manner

Essential Agreements

These statements may summarise acceptable behaviour expectations in HHPS:

- 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.

From this foundation, a list of related school appropriate behaviours are drawn up in the form of 'Essential Agreements' in each classroom. The behaviours are co-agreed in age-appropriate language and displayed in classrooms. These agreements embrace four areas of key consideration in terms of expectations:

- *Respect and Kindness,*
- *Inclusion and Belonging*
- *Problem Solving and Repairing Harm*
- *Safety and Responsibility*

Balance of Recognition and Expectation

Recognition is used to reinforce expectations and celebrate effort. However:

- Positive behaviour is an expectation for all pupils
- Rewards are not automatic or assumed for everyday conduct

As pupils develop, emphasis is placed on:

- Self-regulation
- Responsibility
- Intrinsic motivation and pride

Rewards

Examples of how positive behaviour may be rewarded include;

- Verbal praise
- Stickers
- Praise notes
- Certificates
- Whole class rewards with a variety of outcomes
- House points (P5-P7)
- Wrist bands
- Dojos

Consequences

When teachers first observe inappropriate classroom behaviour, they will remind children of the 'Essential Agreement' and what is expected of them. If inappropriate behaviour persists, a consequence will be agreed.

Examples of sanctions include:

- Reminders and verbal warnings
- Withdrawal of a privilege
- Home School Behaviour Support Log
- Loss of playtime at break or lunchtime 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
- Expulsion

Consequences are:

- Proportionate
- Consistent
- Focused on improvement

Behaviour at Break and Lunchtime

A child's behaviour during lunchtime and in the playground is 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 response or necessary consequence. Senior staff may also be involved if appropriate.

Pupils with SEN

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:

- Adopt a needs-led approach
- Work with parents and professionals
- Provide appropriate support and intervention

In some cases, school may use some of our pastoral interventions to help and enable children to manage their inappropriate behaviours. These strategies may include use of Zones of Regulation 'toolboxes', pastoral mentoring, play therapy and counselling.

Serious or Persistent 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 to the school's Senior Leadership Team and appropriate action will be taken.

Possible Sanctions

The sanctions that the Senior Leadership Team may 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. These sanctions will be applied following agreed procedures and usually only when other efforts have failed to encourage an 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 for the remainder of the day, 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.

Suspension

The school may suspend children in cases of extreme or repeated serious behaviour in accordance with the EA and Department of Education policies. The school regard suspension as a 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.

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, challenging 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.

Expected Behaviour on Educational Visits/Trips

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.

Addressing Bullying in School

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

Legal Definition of Bullying

“(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 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.

The school has an ‘Addressing Bullying in Schools’ policy in place, which is reviewed every four years. The policy describes the school’s procedures to ensure bullying type behaviour is dealt with promptly and sensitively.

[See Addressing Bullying in School Policy]

The Use of Reasonable Force and Safe Handling

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 only to be used when a pupil is,

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

Consistency and Recording

The school uses Microsoft OneNote to record details of behaviour within school as well as SIMs for incidents relating to addressing bullying type behaviour. This provides the school with an effective and confidential method of monitoring and tracking a pupil's conduct and progress, as necessary.

Staff Training and Professional Development

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

Review of Policy

This policy will be reviewed every four years by the Board of Governors; however, the school may revise the policy at any time it considers necessary. The latest version will be available on the school website or by contacting the school office.