



"Great Oaks from Little Acorns Grow."

Derryhale Primary School

Positive Behaviour Policy



DATE REVIEWED: August 2025

PRINCIPAL: Mr. A. T. J. Glenny

www.derryhaleps.co.uk

1. Introduction

Positive behaviour keeps pupils safe, provides pleasant working conditions for staff and contributes to a welcoming and caring environment in which pupils can develop as people and where both pupils and teachers can do their best work.

This Positive Behaviour Policy is set, as recommended by DENI Document “Pastoral Care in Schools: Promoting Positive Behaviour” (2001), in line with the school’s Pastoral Care Policy and incorporates the associated Anti-Bullying Policy.

Evidence from studies over the last number of decades suggest that schools can (and do) make a difference to young people’s lives and that principals and their staff have the power, through their own efforts, to improve standards of work and behaviour among their pupils, regardless of their background or circumstance.

A climate which fosters effective learning, both within class and about the school, is at the heart of the education process. This does not occur by happenchance: such a climate, or ethos, is best promoted through focusing on the creation and maintenance of positive relationships: among the staff themselves, between staff and pupils, among pupils and their peers; between parents and school and between the school and the community it serves. A policy designed to promote good behaviour is at the heart of building good relationships both at school and at home. This Positive Behaviour Policy is far from being solely a legal duty. It is designed to ensure a consistent approach to behaviour management across Derryhale Primary School, giving staff (both teaching and non-teaching) efficacy to promote positive behaviour ensuring a happy, safe and secure environment conducive to learning for all pupils.

2. Our Mission Statement

It is crucial that all members of staff understand, adhere to and uphold the ideals outlined in our Mission Statement (see **Appendix i**) as outlined below:

At Derryhale Primary School, we have a strong Christian ethos and believe that the safety, welfare and personal development of everyone in our school community is of paramount importance.

We believe in maximising the spiritual, personal, academic and social potential of each pupil. We have high expectations that all pupils can and will achieve the very best of their ability.

We seek to develop in each pupil a deep-seated understanding of their duties and responsibilities as citizens. We aim to provide a happy, safe and secure environment in which fairness, respect, tolerance, compassion and forgiveness permeate all relationships.

We aim to fulfil our school motto each day:

“Great Oaks from Little Acorns Grow”

In order to achieve this growth, we aim to provide a caring, nurturing and welcoming school where each pupil feels valued, supported and happy.

3. Legal Context

In line with the Health and Safety at Work (Northern Ireland) Order 1978 employers within the education sector are required by law to create a safe working environment for the pupils in their charge and for any volunteers working in schools in addition to the teaching and non-teaching staff they employ.

The *1998 Education (NI) Order, Article 3*, "... placed a duty on Boards of Governors to ensure that policies and procedures designed to promote good behaviour and discipline are pursued in the school."

This was developed more explicitly in 2003 when *The Welfare and Protection of Pupils' Education and Libraries (NI) Order, Article 17*, made Governors' 'duty of care' explicit and legally required them to have an active interest in all aspects of a school's activities that promote pupil welfare.

4. Conduct Code

Derryhale Primary School seeks daily to maintain a harmonious atmosphere and so expects:

- Respect for self;
- Respect for others;
- Courtesy and good manners;
- Respect for school property;
- Commitment to consistent hard work;
- An appropriate standard of dress, punctuality, and attendance.

Parental co-operation is actively sought in these matters and school expectations are outlined clearly and consistently upheld.

We also acknowledge that every child is an individual and we are aware of our obligations under SEN (Special Educational Needs) legislation and guidelines to make reasonable adjustments for children presenting with social, emotional and behavioural difficulties.

5. Contributors to a whole-school approach

In compiling this policy, we have adopted a whole school approach. This has been achieved through the active participation and collaboration of:

- Teaching Staff
 - Positive Behaviour training (August 2017).
 - Staff Meetings – Consultation and School Development Day training with Jane Dalgety, Behaviour Support Team (October 2017).
 - Zones of Regulation training (August 2024).
 - Discussion and agreement of new Positive Behaviour Policy (August 2025).
- Non-Teaching Staff
 - Positive Behaviour training (August 2017).
 - Staff Meetings – Consultation and School Development Day training with Jane Dalgety, Behaviour Support Team (October 2017).
 - Zones of Regulation Training (August 2024).

- Parents
 - Consultation and dissemination of the Positive Behaviour Policy.
- Pupils
 - Consultation (e.g. rules, sanctions and rights / responsibilities of pupils).
- Board of Governors
 - Consultation and Policy approval – September 2025.

Our aims in adopting a whole school approach to our Positive Behaviour Policy are:

- 1) To create an atmosphere for effective teaching and learning;
- 2) To encourage self-respect and respect for others;
- 3) To encourage pupils to develop independence by accepting responsibility for their own behaviour and by promoting self-discipline and self-control;
- 4) To develop interpersonal skills which will foster co-operation, problem solving and conflict resolution;
- 5) To establish a sense of community.

To achieve these goals of achieving high standards of respect and self-discipline, it is necessary to clarify the rights and responsibilities of all those involved with the education of our young people.

After consultation with our pupils, it has been agreed that pupils have a right to:

- Be valued as members of the school community;
- Get help when they seek it, whether it be with their work or with bullying or other personal worries, and to have an appropriately 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 is appropriate and reasonable, acted upon
- Be taught in a pleasant, well-managed and safe environment.
- Work and play within clear, agreed boundaries.
- Experience a broad, balanced and suitably differentiated curriculum, and to have any special needs identified and met.
- Develop and extend their interests, talents, and abilities.

Pupils have a responsibility to:

- Be organised - come to school on time, with homework done, and suitably 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 and show kindness with the teacher and other staff and with their peers;
- Try their best in all activities;
- Conform to the conventions of good behaviour and abide by school rules;
- Seek help if they do not understand or are in difficulty;
- Accept ownership for their own behaviour and learning;
- Develop the skills and competences involved in working independently.

Parents have a right to:

- A safe, well-managed and stimulating environment for their child's education;
- Reasonable access to the school (in line with child protection and safeguarding procedures);

- To have their enquiries and concerns dealt with sympathetically and efficiently (within reason);
- Be informed promptly if their child is ill or has an accident;
- Be informed promptly if the school has concerns about their child;
- Be well informed about their child's progress and prospects (e.g. through Parent-Teacher Consultations and Annual Pupil Report);
- Be well informed about school rules and procedures;
- A broad, balanced and appropriate curriculum for their child
- Be involved in key decisions about their child's education.
- A suitably resourced school with adequate and well-maintained accommodation.

Parents have a responsibility to:

- Ensure that their child attends school regularly and punctually;
- Ensure that their child is suitably equipped for the lessons in the day ahead;
- Ensure that homework is completed (in line with teacher expectations);
- Show interest in their child's classwork and homework, where possible, provide suitable facilities for studying at home;
- Be aware of school rules and procedures and encourage their child to abide by them;
- Act as positive role models for their child in their relationship with the school and attitudes to learning;
- Instil and promote positive perceptions of school in their children, demonstrating a regard to and respect for school staff;
- Attend planned meetings with teachers and support school functions as appropriate;
- Provide the school with 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 (agreed 20/08/25) have a right to:

- Work in an environment where common courtesies and social conventions are respected;
- Respect from pupils, parents, Governors and other staff (including management);
- Express their views and contribute to policies which they are required to reflect in their work;
- A suitable career structure and opportunities for continuing professional development;
- Support and advice from senior colleagues and external bodies;
- Adequate and appropriate accommodation, resources and planning time;
- Feel valued.

Teachers have a responsibility to:

- Ensure the safety and welfare of all pupils in their care;
- Behave in a professional manner at all times;
- Ensure that lessons are well prepared, making use of available resources;
- Ensure that homework is appropriately set and constructively marked;
- Show interest and enthusiasm in their pupils' learning;
- Listen to pupils, value their contributions and respect their views;
- Be appropriately sympathetic, approachable and alert to pupils' individual learning needs;
- 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 continuing professional development.

Non-Teaching Staff (agreed __/08/25) have a right to:

- Work in an environment where common courtesies and social conventions are respected;
- Respect from pupils, parents, Governors and other staff;
- 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;
- Adequate and appropriate accommodation and resources;
- Feel valued.

Non-Teaching Staff have a responsibility to:

- Behave in a professional manner at all times;
- Show interest and enthusiasm in their work and in the pupils' learning.
- Listen to pupils, value their contributions and respect their views.
- Promote and maintain appropriate standards of behaviour when acting in a supervisory capacity (e.g. in the Dinner Hall and Playground).
- Be appropriately sympathetic, approachable and alert to the safety and welfare of pupils in their care.
- Expect high standards and acknowledge effort and achievement.

6. School Procedures

School officially starts at 8:45am and each teacher is responsible for the children in his or her class from 8:30am each morning. Only pupils attending 8 O'clock (Breakfast) club should be on the premises before 8:30am. (Pupils attending 8 O'clock club will enter through the main door at Reception from 8:00am and report immediately to Mr Glenny and Mrs Wright's classroom where they will be supervised.)

At breaktime (from 10:15 – 10:30am) all classroom assistants supervise outside break each day. On wet days classroom assistants supervise pupils in their classrooms (from 10:15 – 10:30am). During breaktime, classroom assistants can contact Mr Glenny (or in his absence, the senior teacher) in person or by phone at any time. Classroom assistants take their break in the Staff Room at 10:05 am.

At lunchtime (12:20 – 1:00pm) teachers participate in a weekly rota when they carry out supervisory duties for 15 minutes (12:20–12:35pm). Supervisory duties include supervising children entering hall, monitoring seating arrangements, leading our daily grace, helping to distribute dinners and cutting up food for the younger children. In addition, classroom assistants act as lunchtime supervisors who are responsible for the children in the dining hall and in the playground afterwards. A set of rules for the Dining Hall (see **Appendix iii**) and the Playground Values (see **Appendix v**) have been compiled and agreed by pupils and staff.

Teachers also operate a rota system of supervision at the end of the school day when pupils walk to the gate.

Pupils entering or leaving the school on foot should use the pedestrian footpath and gate. Pupils should not leave the school grounds without permission. The class teacher should be informed by the school office or

in writing of any change in a pupil's normal collection arrangements (e.g. going to another child's house after school).

Pupils needing to leave school early (e.g. for a medical appointment), should be collected by parents or an authorised person. School should be informed in advance by letter or by contacting the school office of the proposed absence. School requests a list of people authorised to collect all pupils.

All visitors, including parents, must report to the office / Reception on arrival.

Every effort is made to maintain a happy, caring atmosphere in Derryhale Primary School and this is based on a mutual understanding of what is accepted. General manners and courtesy are considered important with children expected to adhere to high levels of respect towards all school staff (teaching and non-teaching), all visitors and each other. Correction should be positive where possible, i.e. phrased so that you are telling the child what to do rather than telling them what not to do.

Bullying of pupils will not be tolerated and measures will be taken (in line with the school's *Anti-Bullying Policy*) to seek to ensure that this practice does not occur in Derryhale Primary School.

Within the realm of self-discipline and positive behaviour, pupils are often reminded of the importance of general tidiness in terms of their work, their appearance, their classroom, the school and its environment.

Parental support is of the utmost importance in the maintenance of discipline and positive behaviour. It is essential that this is readily and consistently given.

7. Identifying Desirable and Undesirable Behaviours

This section endeavours to help parents and pupils to know what type of actions are classified as "positive behaviour". The following is a list of what the staff, pupils and parents of Derryhale Primary School deem as desirable and undesirable behaviour. Such a list serves to provide exemplar behaviours and is by no means exhaustive or comprehensive.

Examples of Desirable and Undesirable Behaviour	
Desirable	Undesirable
• Saying 'Please' and 'Thank You'; • Being a good sport; • Treat others as you would like to be treated yourself; • Opening doors for people; • Keeping the school tidy by putting litter in bins, keeping classrooms organised and taking care of property; • Offering to help carry someone's bags (if they perhaps have too many); • Helping younger/more vulnerable pupils; • Telling the truth;	• Stealing; • Treating people unfairly; • Intimidation; • Telling lies; • Shouting at others and other types of verbal aggression; • Demonstrating a negative or disrespectful attitude to staff and peers; • Expressing bad temper; • Talking behind people's backs; • All forms of bullying;

- | | |
|--|---|
| <ul style="list-style-type: none"> • Admitting any mistakes; • Being a good listener; • Following instructions; • Always doing your best; • Sharing (within reason); • Taking part enthusiastically in lessons; • Respecting the property, views and opinions of others; • Showing an awareness of safety for self and others; • Celebrating the success and achievements of others; • Including others. | <ul style="list-style-type: none"> • Violence and aggression; • Apathy and a “can’t be bothered” attitude; • Being unprepared for lessons and activities; • Negative attitude; • Foul or inappropriate use of language; • Rough play; • Running in the hallway / running through doors; • Inappropriate physical contact; • Huffing, sulking or exhibiting insolence; • Disrupting others unnecessarily. • Excluding others. |
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8. School Rules

In November 2021, P4 – P7 pupils were consulted on what rules they felt were important in a number of areas. Six comprehensive lists of rules were compiled following this consultation. These lists referred to:

- 1) Rules for moving around school;
- 2) Rules for classrooms;
- 3) Rules for the Dinner Hall;
- 4) Rules for Packed Lunch;
- 5) Rules for the playground;
- 6) General rules.

In February 2025, these rules were revised and condensed to make them more succinct and easier to use and recall. The school rules are now divided into the following categories:

- School Rules (General)
- Dinner Hall Rules
- Derryhale Values (DERRYHALE)
- Playground Values (GREAT)

Each year-group reviews the school rules and values as part of their PDMU lessons over the period of a week each August or September. School Councillors meet at the beginning of each academic year to discuss school rules to ensure agreement, shared understanding and consensus between pupils and staff. Throughout the year, rules and values are discussed in weekly assembly with the “Derryhale Value of the Month” providing a focus for monthly Celebration Assemblies. Rules are also displayed in prominent places in school and in the classrooms (**Appendices ii to v**) as a visual reminder.

School Rules (see Appendix ii)

- 1) We treat others the way we would like to be treated – we treat everyone with respect.
- 2) We are well-mannered and respect all staff, setting a good example to others.
- 3) We always act responsibly. We act responsibly when visitors come into school and when we take part in outings or trips. We all represent Derryhale School.
- 4) When moving around school, we walk in a quiet, safe and orderly fashion.

- 5) At break and lunch, we do not enter school buildings without the permission of an adult. We line up promptly in classes when the bell rings at the end of play.
- 6) We sit quietly in assembly showing respect.
- 7) We put litter in the bin. We take pride in our school building.
- 8) We look after our own property and the property of others.
- 9) We work as part of a team.
- 10) We always try our best!

Dinner Hall Rules (see **Appendix iii**)

- 1) Respect all staff by listening carefully and following instructions.
- 2) Go to the toilet either before entering the Dining Hall or on the way to the playground. Try not to leave the Dining Hall during mealtime.
- 3) Packed lunches sit together. School dinners line up quietly to be served.
- 4) Sit properly in your chair. Keep the "six feet on the floor" rule.
- 5) Only take what you will eat. Do not waste food.
- 6) Do not touch the food or cutlery of others.
- 7) Servers only can leave their seats.
- 8) Wait for the bin to be brought around the tables.
- 9) Noise levels should be regulated. Talk to others at your table. Do not shout, sing or make unnecessary noises.
- 10) The floor must be cleared. If you drop something onto the floor, pick it up immediately.

DERRYHALE Values (see **Appendix iv**)

At Derryhale Primary School, we are ...

- D – Determined
- E – Empathetic
- R – Responsible
- R – Respectful
- Y – Yearning for Learning
- H – Humble
- A – Ambitious
- L – Loving
- E – Enthusiastic

Playground Values (see **Appendix v**)

In the playground, we are ...

- G – Gentle and kind
- R – Respectful to others
- E – Equitable and fair
- A – Appreciative of equipment
- T – Truthful and honest

All school rules are subject to review. Any review will include consultation with staff and pupils and will involve agreement.

9. Rewards and Sanctions

While rules and procedures protect rights and define responsibilities, rewards and sanctions are necessary to encourage positive behaviour and maintain the rules in class and throughout the school.

Rewards

Rewards /praise can take the form of:

- ✓ A positive verbal comment;
- ✓ A positive written comment on pupils' work;
- ✓ Rewarding house points (see **Appendix vi**);
- ✓ Winning house prizes;
- ✓ Certificates in monthly assemblies (e.g. Value of the Month and Endeavour awards);
- ✓ "King" or "Queen" of the Week in Foundation Stage;
- ✓ Letters sent home;
- ✓ Public acknowledgement by the principal, of a pupil's achievements – both curricular and extra-curricular;
- ✓ Accelerated Reader rewards – stars, stickers, homework pass, parties;
- ✓ Sent to another member of staff for praise;
- ✓ Jobs and responsibility;
- ✓ Praise from peers (e.g. "Tell a good tale about ...").

Sanctions

Sanctions are a necessary part of a positive behaviour policy – they give pupils security by establishing boundaries and encourage the development of appropriate behaviours. In the vast majority of cases positive correction or a reminder of appropriate behaviour by the class teacher or supervising adult will suffice.

Sanctions include:

- ✓ Verbal reminder;
- ✓ Withdrawal of privilege;
- ✓ Withdrawal from classroom activities (e.g. time to de-escalate in another classroom);
- ✓ Temporary withdrawal from outdoor play (e.g. lunchtime);
- ✓ Amend seating plan;
- ✓ Repeat work or set task;
- ✓ Target setting;
- ✓ Refer to Principal;
- ✓ A reporting system which allows staff and parents to monitor the behaviour, attitude and response to authority of a particular pupil over a given period;
- ✓ Choices and thinking time;
- ✓ Completion of a "Reflection Record" (see **Appendix vii**).

Rewards, incentives, and sanctions help shape, establish and maintain a positive behaviour policy. We have a culture in Derryhale Primary School in which pupils are rewarded for acceptable behaviour. Positive praise and reward is much more common in Derryhale Primary School than any sanction. Central to the implementation and use of rewards and sanctions is consistency and fairness.

Staff may refer to Behaviour Support Team for advice and support.

The Behaviour Book

Whilst this is a 'Positive' Behaviour Policy where desirable behaviour is praised and rewarded, pupils are made aware that negative behaviour and poor choices carry consequences and sanctions.

The Behaviour Book is a consistent method of monitoring any negative behaviour at any point during the school day or indeed any behaviour which negatively affects the school experience of other members of the learning community which carries into school. Whilst non-teaching staff have the authority to refer serious incidents these books are maintained by class teachers and will be retained for a number of years. This will ensure that any serious incidents are kept on file for future reference and can be produced in any event where it is necessary to involve parents or 'external agencies'.

Hierarchy of Rewards and Sanctions

Rewards and Sanctions are key to the successful operation of this policy. Pupils are made aware that some behaviours are acceptable and some are not. Pupils are also taught to understand that their actions have consequences. Through this Positive Behaviour Policy, they will be rewarded for their desirable behaviours and punished for negative behaviour based on the principle of "choice".

Pupils are taught from an early stage that they must take responsibility for their own behaviour and are made aware that they have the "choice" to behave in a particular way. Positive behaviour will carry a reward and negative behaviour will carry a sanction as a consequence.

At all levels (classroom, playground, dinner hall, school trip etc) rewards and sanctions are distributed within a hierarchy and are delivered as consistently and appropriately as possible with the reward or sanction being matched as appropriately as possible to the behaviour displayed.

Hierarchy of Rewards

The following table has been created as a guide for staff, parents and pupils. It outlines positive behaviours displayed and provides details as to what a pupil should expect as a reward for their behaviour.

Hierarchy of Rewards (Consequences of Positive Behaviour)	
Positive Behaviour Displayed (in no particular order)	Likely Rewards (with increasing significance)
• Saying 'Please' and 'Thank You'; • Being a good sport; • Treat others as you would like to be treated yourself; • Opening doors for people; • Keeping the school tidy by putting litter in bins, keeping classrooms organised and taking care of property;	• Quiet verbal praise; • Public verbal praise; • House points; • Award in line with class system; • Class sticker or certificate; • Random spot prize from any staff member; • "King" or "Queen" of the Week; • Value of the Month or Endeavour Award in assembly;

- Offering to help carry someone's bags (if they perhaps have too many);
- Helping younger/more vulnerable pupils;
- Telling the truth;
- Admitting any mistakes;
- Being a good listener;
- Following instructions;
- Always doing your best;
- Sharing (within reason);
- Taking part enthusiastically in lessons;
- Respecting the property, views and opinions of others;
- Showing an awareness of safety for self and others.
- Including others.

- Behaviour award;
- Official letter of praise home to parents.
- A feature on the school Facebook page (in line with safeguarding procedures and parental permission).

Hierarchy of Sanctions

The following table has been created as a guide for staff, parents and pupils. It outlines negative behaviours displayed in increasing order of severity and provides details as to what a pupil should expect (in order of severity) as a reward for their behaviour. Please note, these sanctions are not 'matched' to behaviours and may be administered in a combination appropriate to the incident.

Hierarchy of Sanctions (Consequences of Negative Behaviour)	
Negative Behaviour Displayed (increasing in severity)	Likely Sanctions (increasing in severity)
• Talking out of turn; • Shouting out; • Leaving seat at wrong time / being where one shouldn't be; • Making inappropriate noises; • Not paying attention; • Distracting others; • Not completing a homework; • Negative attitude; • Huffing / sulking; • Bad manners; • Telling lies through fear; • Using inappropriate language; • Talking behind backs; • Hitting, pushing or inappropriate use of force; • Being cheeky or demonstrating a bad attitude to anyone (e.g. staff, visitors, peers);	• Demonstration of positive behaviour through modelled examples; • Whole-class reminder of behaviour expectations; • Directed look / use of eye contact; • Quick verbal reminder; • Targeted, specific verbal reminder; • Additional work (to complete set tasks); • Incident-specific activity or task (e.g. Reflection Record – KS1 and KS2); • Withdrawal of in-school privileges; • A period of time out / temporary withdrawal to another classroom (to de-escalate); • Involvement of Principal; • Teacher-pupil meeting; • Letter of apology; • Withdrawal from visits and trips;

- Insolence or intentional defiance;
- Telling lies with deliberate intent;
- Verbal aggression;
- Physical aggression, violence or inappropriate physical contact;
- Wilful damage to any property;
- Stealing;
- All forms of bullying or threatening behaviour which puts self or others in danger.

Note: repetition or persistence in any of the above will increase the seriousness of the offence and thus the consequence.

- Parental consultation;
- Placed on daily behaviour monitoring scheme;
- SEN intervention;
- Suspension;
- Expulsion.

It should be noted that each behaviour, as every child, is individual and should be considered as part of a larger picture which will determine the consequence or reward. Staff will use their professionalism in the distribution of appropriate rewards and sanctions.

Suspension and Expulsions

Normally the class teacher will decide how best to deal with any misdemeanour; however, in cases where a severe breach of the rules has been identified, the Principal will discuss the matter with the parents and, if necessary, refer to the Board of Governors. If the behaviour warrants suspension, or, in severe instances expulsion, the procedures set out in DENI Circular 2015/19 (23 June 2015) must be strictly adhered to.

10. Pupils Experiencing Difficulty Managing their Behaviour

On occasions there will be pupils who struggle to manage their behaviour and who do not respond to the whole-school strategy. Where possible, we attempt to help them cope, taking an individual approach to their behaviour by making up a daily monitoring diary based not on sanctions but on rewards for managing to control their less desirable tendencies. The format of these diaries changes from class to class and is designed individually to suit the age and needs of the child in question. Such daily monitoring strategies are only implemented in consultation with the parent(s) and are removed when the pupil displays the capacity to manage their own behaviour independently. They will always be accompanied by a home-school Behaviour Diary. Targets are negotiated with the child, presented in clear, child-friendly language and discussed regularly.

11. Use of Reasonable Force and Safe Handling

The use of reasonable force is only to be employed in exceptional circumstances or an emergency where a pupil appears to be unable to exercise self-control of emotions and whose behaviour is presenting a threat to himself / herself or others. A member of staff should not intervene in an incident without help if there is a risk that he / she may be injured or may endanger his / her life.

Reasonable force and safe handling can be used by a teacher or other authorised person(s) on the school premises or when authorised elsewhere (e.g. supervision of pupils in bus queues, a field trip, on other authorised out of school activities such as a sporting event or educational trip). Reasonable force should be limited to emergency situations and used only as a last resort when all other behaviour management strategies have been exhausted and where:

- Action is necessary in self-defence or because there is imminent risk of injury to another pupil or person;
- There is a developing risk of injury to another pupil or person, or significant damage to property;
- A pupil is behaving in a way that is compromising good order and discipline.

Examples that fall into the above categories include when:

- A pupil attacks a member of staff, or another pupil;
- Pupils are fighting;
- A pupil is causing (or at risk of causing) injury or damage by accident, by rough play, or by misuse of dangerous materials, substances or objects;
- A pupil is running (e.g. in a hallway) where they are likely to cause an accident or injure themselves or others;
- A pupil absconds from a class;
- A pupil tries to leave school (elopement).

Guidelines published in the Regional Policy Framework on the use of Reasonable Force and Safe handling (DENI) May 2004 should be followed.

12. Evaluation and Monitoring

In line with guidelines set out in the DENI publication *Pastoral Care: Promoting Positive Behaviour*, it is necessary to regularly review this policy. The Board of Governors will review the policy biannually.

The school recognises and accepts the importance of monitoring and evaluating all aspects of Positive Behaviour at every level. All groups involved in the school (pupils, parents, staff and governors) will be asked to share their views. This will be done through:

- Staff meetings;
- Informal discussions;
- PDMU lessons;
- School Council meetings;
- Questionnaires;
- Informal interviews.

Circulars from EA and DENI will also inform future policy and practice.

DERRYHALE PRIMARY SCHOOL POLICY REVIEW

Positive Behaviour Policy

Reviewed on:	August 2025
Disseminated to staff:	August 2025
Date of adoption by Board of Governors:	October 2025
Date for policy review:	August 2027
Person responsible for review:	Principal
Signed by Principal:	
Signed by Chair of Board of Governors:	

MISSION STATEMENT

At Derryhale Primary School ...

We have a strong Christian ethos and believe that the safety, welfare and personal development of everyone in our school community is of paramount importance.

We believe in maximising the spiritual, personal, academic and social potential of each pupil. We have high expectations that all pupils can and will achieve the very best of their ability.

We seek to develop in each pupil a deep-seated understanding of their duties and responsibilities as citizens. We aim to provide a happy, safe and secure environment in which fairness, respect, tolerance, compassion and forgiveness permeate all relationships.

We aim to fulfil our school motto each day:

“Great Oaks from Little Acorns Grow”

In order to achieve this growth, we aim to provide a caring, nurturing and welcoming school where each pupil feels valued, supported and happy.



SCHOOL RULES

1. We treat others the way we would like to be treated – we treat everyone with respect.
2. We are well-mannered and respect all staff, setting a good example to others.
3. We always act responsibly. We act responsibly when visitors come into school and when we take part in outings or trips. We all represent Derryhale School.
4. When moving around school, we walk in a quiet, safe and orderly fashion.
5. At break and lunch, we do not enter school buildings without the permission of an adult. We line up promptly in classes when the bell rings at the end of play.
6. We sit quietly in assembly showing respect.
7. We put litter in the bin. We take pride in our school building.
8. We look after our own property and the property of others.
9. We work as part of a team.
10. We always try our best!

Great Oaks from Little Acorns Grow

Dinner Hall Rules

Derryhale Primary School

Guideline 1



Respect all staff by listening carefully and following instructions.

Guideline 2



Go to the toilet either before entering the Dining Hall or on the way to the playground. Try not to leave the Dining Hall during mealtime.

Guideline 3



Packed lunches sit together. School dinners line up quietly to be served.

Guideline 4



Sit properly in your chair. Keep the "six feet on the floor" rule.

Guideline 5



Only take what you will eat. Do not waste food.

Guideline 6



Do not touch the food, drink or cutlery of others.

Guideline 7



Only servers can leave their seats.

Guideline 8



Wait for the bin to be brought around the tables.

Guideline 9



Noise levels should be regulated. Talk to others at your table. Do not shout, sing or make unnecessary noises.

Guideline 10



The floor must be cleared. If you drop something onto the floor, clean it or pick it up immediately.

SCHOOL VALUES

At Derryhale Primary School
we are ...



Determined



Empathetic



Responsible



Respectful



Yearning for Learning



Humble



Ambitious



Loving



Enthusiastic



PLAYGROUND VALUES

We are **G**entle and kind
Respectful to others
Equitable and fair
Appreciative of equipment
Truthful and honest



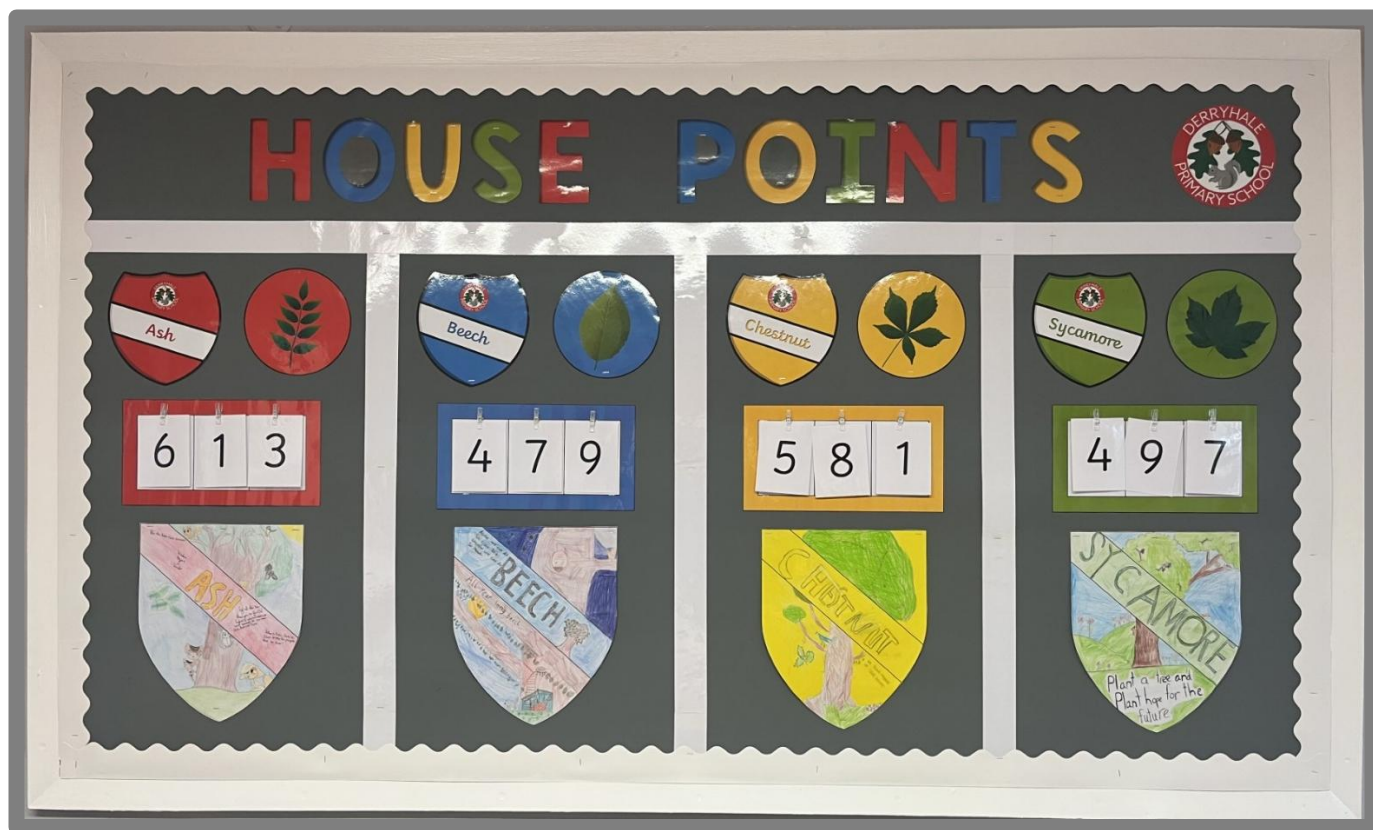
Outside play at
Derryhale is
GREAT!

Remember ... our
PLAYGROUND PALS
are here to help!



Great Oaks from Little Acorns Grow

Appendix vi – House Point Display



Reflection Record



Name:

Class:

Date:

At Derryhale P.S. our Mission Statement says that we want each pupil to develop seek to develop "a deep-seated understanding of their duties and responsibilities as citizens". At Derryhale, we also "aim to provide a happy, safe and secure environment in which fairness, respect, tolerance, compassion and forgiveness permeate all relationships."

As part of this, pupils are expected to develop an understanding that their actions have consequences. These consequences can be both positive (good) and negative (not good). Whenever the consequences of our actions are negative, we need to take time to reflect and think of ways to change our future actions.

Action:

(To be completed by
a member of staff.)

Consequences

(What could happen due to these actions)

**Possible
Consequence 1**

**Possible
Consequence 2**

**Possible
Consequence 3**

Reflection

(What you will do differently moving forward)

In the future,
I will ...

**Signed by
Pupil:**

**Signed by
Principal:**