

## **Donaghadee Primary School & Nursery Unit**



## **Pastoral Care & Positive Behaviour Policy**

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### **Mission Statement**

'Our school is committed to providing an inspiring, dynamic and nurturing environment. Together the school community works to develop each child's emotional, social and academic potential. We aim to create independent, responsible life-long learners.'

### **Aims**

Donaghadee PS aims to adopt a sympathetic and caring attitude towards pupils and all adults involved in the life of the school.

### **Objectives**

- To provide opportunities for the whole school community (pupils, staff, parents, volunteers, visitors) to set and achieve personal, social and academic goals.
- To gain maximum benefit and enjoyment from their time in this school.
- Seeking to enhance the self-esteem of all.
- To develop a mutual respect throughout the school community.
- Encouraging individuals to become independent and responsible for their own actions.

### **Our General Focus**

The pastoral care dimension permeates every aspect of school life and requires a caring commitment from every member of the school community.

As a caring community we would aim to:

- Make parents feel welcome in the school and encourage them to feel that their role is important and appreciated.
- Enlist the support of parents in a variety of ways - curricular and extra-curricular, supervisory, fund raising and general involvement in many school activities.
- Encourage the staff to develop a policy of mutual respect and help.
- Seek the assistance of outside agencies to extend pupils' experiences.
- Continue to link and liaise with other schools and outside agencies for mutual support and assistance.
- Continue our close links with local churches and other organisations.

### **Positive Behaviour Statement**

In Donaghadee Primary School our positive behaviour policy will reflect the school mission statement by setting out the ways in which ALL members of the school community can promote and sustain good behaviour in a caring and positive atmosphere.

### **Aims**

- To create an environment within which effective teaching and learning can take place.

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- To encourage mutual respect between all members of the school community.
- To enhance and safeguard the self-esteem of all.
- To value each person in the school community as an individual.

### **Objectives**

- To create an atmosphere in which pupils and staff respond positively.
- To provide opportunities for individuals within the school community to develop an attitude of mutual respect.
- To enhance self esteem by acknowledging success, valuing individuals and encouraging their efforts.

### **Rights & Responsibilities**

At Donaghadee Primary School, we acknowledge that a caring and supportive atmosphere is essential for the well-being and development of all members of our school community. To maintain such an environment—where individuals and groups behave in a respectful and positive manner—it is important that the rights and responsibilities of everyone are clearly established and upheld.

We believe that every child has the right to feel safe, valued, and included, and with the responsibility to treat others with kindness and respect. Staff, pupils, and families work together to promote a culture of mutual understanding, empathy, and cooperation.

To support this vision, each classroom adopts a **Classroom Charter**, created collaboratively by pupils and teachers. This charter outlines agreed behaviours and expectations that reflect our shared values.

A typical Classroom Charter includes:

- **We respect ourselves, others, and our environment.**
- **We listen carefully and speak kindly.**
- **We try our best and support others to do the same.**
- **We take responsibility for our actions.**
- **We celebrate differences and include everyone.**

This charter serves as a daily reminder of our commitment to creating a positive learning environment where everyone can thrive.

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<b>Rights</b>	<b>Responsibilities</b>
<p><b>Staff</b></p> <ul style="list-style-type: none"> <li>• To be respected by all members of the school community</li> <li>• To work in a positive and supportive environment</li> <li>• To participate in effective communication within the school community</li> <li>• To ensure consideration is given to the health and wellbeing of each member of staff</li> </ul>	<p><b>Staff</b></p> <ul style="list-style-type: none"> <li>• To treat everyone in the school community with respect</li> <li>• To create a stimulating, happy learning environment</li> <li>• To prepare well to achieve effective teaching and learning</li> <li>• To develop children's self esteem by acknowledging success of all</li> <li>• To communicate effectively with all</li> </ul>
<p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• To be respected by all members of the school community</li> <li>• To learn effectively in an enjoyable and safe environment</li> <li>• To be listened to and to hear</li> <li>• To succeed and to have that success acknowledged</li> </ul>	<p><b>Pupils</b></p> <ul style="list-style-type: none"> <li>• To treat everyone in the school community with respect</li> <li>• To work to their full potential</li> <li>• To take responsibility for their behaviour and actions</li> <li>• To listen to what others have to say</li> <li>• To work with staff to agree to the class and school rules (in classroom and playground)</li> </ul>
<p><b>Parents</b></p> <ul style="list-style-type: none"> <li>• To have their child educated in a stimulating and safe environment</li> <li>• To be kept informed about school procedures and about their child's progress</li> <li>• To have their concerns dealt with effectively</li> </ul>	<p><b>Parents</b></p> <ul style="list-style-type: none"> <li>• To treat everyone in the school community with respect</li> <li>• To work in partnership with the school</li> <li>• To promote good behaviour at home</li> <li>• To ensure that their child is well prepared for school each day</li> <li>• To keep school informed of matters concerning their child and their education</li> </ul>

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### **Assertive Discipline**

Teaching staff and classroom assistants promote assertive discipline strategies and techniques. Instead of focussing on negative behaviour, satisfactory or good behaviour will be acknowledged. By drawing attention to children who are following agreed rules and by dealing calmly and fairly with negative behaviour, the approach aims to win over the children who are off task, mildly disruptive or distracting.

Each class will follow their agreed rules and within Key Stages, a list of rewards/awards and consequences will also be agreed and shared.

Children will also agree a set of rules appropriate for activities outside the classroom, e.g. moving round corridors or stairwells/playing in the playground.

### **Golden Rules for the Corridor**

- ✓ Follow all adult instructions promptly.
- ✓ Walk quietly around the school.
- ✓ Walk in single file on the left-hand side.
- ✓ Walk carefully and sensibly on the stairs.
- ✓ Always leave a space in front of you.
- ✓ Keep the corridor areas tidy.
- ✓ Show respect for others.

### **Entering and Exiting school grounds**

- ✓ If walking, be respectful and mindful of others around you.
- ✓ If cycling or scooting, please dismount at the gates and walk to your parking area.

### **Learning and working with others – FS**

- ✓ Enter and leave the room quietly.
- ✓ Observe the signal for attention.
- ✓ Listen carefully to the person who is meant to be talking.
- ✓ Follow the adult's instructions quickly.
- ✓ Keep hands, feet, objects and unkind words to yourself.
- ✓ Put things away when you have finished with them.

### **Learning and working with others – KS1**

- ✓ Enter and leave the classroom quietly.
- ✓ Listen carefully to the person who is meant to be talking.
- ✓ Follow instructions given by all members of staff quickly.
- ✓ Do not disturb others and keep hands, feet, objects and unkind words to yourself.
- ✓ Observe signal for attention.
- ✓ Always try your best.

### **Learning and working with others – KS2**

- ✓ Respect others and treat them as you would like to be treated.
- ✓ Be kind with your words and actions.
- ✓ Use good manners at all times.

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- ✓ Listen to and follow all adult instructions promptly.
- ✓ Focus on your task and be responsible for your own learning.

### Our Magnificent Seven Playground Rules

- ✓ Play together and be fair.
- ✓ Follow all adult instructions or signals promptly.
- ✓ Look after playground equipment and share it with others.
- ✓ Have fun in your allocated play zone.
- ✓ Keep your hands and feet to yourself.
- ✓ Be kind with your words and actions.
- ✓ Respect the Quiet Area.

### Reward Notice Board displayed in classroom (Some variations according to Key Stage)

- ❖ Praise from class teacher
- ❖ House Points/Table Points
- ❖ Visit another teacher
- ❖ Special award e.g. Star of the week
- ❖ Visit Principal for praise/reward
- ❖ Special privilege e.g. Golden Time, hot chocolate, extra play, Homework Pass, etc
- ❖ A note home to parents/certificate

Below are the types of rewards we in Donaghadee Primary School use on a regular basis.

Verbal	Non Verbal	Honour	Material	Privilege
Well done...	Handshake	Whole class praise	Stickers	Extra play/Golden Time
Good...	Good eye contact	Peer praise	Stampers	
I like the way...	Smiling	Visiting another teacher	Stars	Movie Treat
Congratulations...	Thumbs up	Pupil of the Week	Badges	Giving responsibility
I'm really pleased that....	Positive reinforcement from Principal	Merit point for groups	Certificates	Trips or outings
Terrific...		House points	'Well done' treat	
Private praise		Photo displayed	Friday treat	Class assistant/jobs
Greetings by other staff		Good work displayed		
		Positive comments in books/stickers/stampers	Class Points	Buddy systems

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		Sticker from Principal/VP	House Points	To sit on Pupil Council  House Captain/Vice Captain  Represent school at various events e.g. sporting events/choirs etc
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### **Consequences**

In Donaghadee Primary School we are aware that there will be times when consequences may be needed to deal with inappropriate behaviour. These consequences will:

- Be immediate and discrete
- Provide school with opportunities to make low-level response to pupil behaviour
- Have a consequence appropriate to behaviour
- Be fair
- Be consistent
- Be appropriate to meet individual needs
- Keep self-esteem intact

#### **Notice Board displayed in classroom – FS**

- ❖ You get a rule reminder/chance
- ❖ You get 2 choices
- ❖ Consequences could include:
- ❖ You work away from the group
- ❖ Missing part of a class activity
- ❖ Your teacher will speak to Mrs Larmour/Mrs Scott

#### **Notice Board displayed in classroom – KS1**

- ❖ You get a rule reminder/chance
- ❖ You get 2 choices
- ❖ Consequences could include:
- ❖ Working away from the group
- ❖ Missing part of a class activity

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- ❖ Go to a Reflection Area
- ❖ Visiting Head of Key Stage
- ❖ Visiting Mrs Scott
- ❖ Making contact with parents, possible report card

### **Notice Board displayed in classroom – KS2**

- ❖ You get a rule reminder/chance
- ❖ You get 2 choices
- ❖ Consequences could include:
  - ❖ Working away from the group
  - ❖ Missing part of a class activity
  - ❖ Go to a Reflection Area
  - ❖ Visiting Head of Key Stage
  - ❖ Visiting Mrs Scott
  - ❖ Making contact with parents, possible report card

### **We do not accept:**

- A lack of respect
- Bullying
- Stealing
- Bad language
- Fighting
- Destruction of property

It may be appropriate at times to enlist the support of outside agencies or to direct families towards agencies that could provide counselling in areas outside our staff's expertise, e.g. alcohol/drug abuse.

In an effort to try and ensure a consistent approach to the use of consequences at Donaghadee Primary School, and that consequences are applied appropriately, the following table sets out a comprehensive list of misbehaviours in three levels of seriousness. These misbehaviours will then be dealt with using the range of consequences.

Staff will endeavour to facilitate restorative conversations.

The Nursery Classroom Management Plan is also available for Nursery parents. This details strategies used within the Nursery unit.



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Low level misbehaviour	Range of Consequences
<p>Talking out of turn  Shouting out  Leaving seat inappropriately  Not listening  Not paying attention  Distracting others  Not doing best work  Inappropriate questions  Telling unnecessary tales  Sulking  Teasing  Regularly not following instructions in a timely way</p>	<ul style="list-style-type: none"> <li>• The look</li> <li>• Hand signal</li> <li>• Rule reminder/Chance</li> <li>• Missing reward/privilege</li> <li>• Related consequence e.g. completing work, cleaning up mess in own/play time</li> <li>• Move place</li> <li>• Temporary “time out” in class</li> <li>• Temporary (supervised) “time out” from class</li> <li>• Going to a Reflection Area</li> <li>• Temporary “time out” from potentially difficult situations (break time, lunch time, home time)</li> <li>• Loss of privilege to represent school</li> <li>• Parent informed</li> <li>• On report to class teacher (checked by senior teacher/ VP/ Principal)</li> <li>• Formal letter to parent from Principal/ Vice Principal</li> <li>• Consultation with Educational Psychologist</li> <li>• Possible support and guidance from the EA Behaviour Support Team</li> <li>• Suspension</li> <li>• Expulsion</li> </ul>
<b>Moderately Serious Misbehaviour</b>	
<p>Hitting/pushing  Telling ‘cover up’ lies  Persistently talking out of turn  Persistently shouting out  Persistently leaving seat inappropriately  Persistently not listening  Persistently not paying attention  Persistently distracting others  Persistently not doing best work  Persistently making noises  Throwing things  Rudeness to peers  Persistently not following instructions in a timely way</p>	

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<p><b>Very Serious Misbehaviour</b></p>	
<p>Deliberately telling lies</p> <p>Persistent/deliberate lateness</p> <p>Stealing</p> <p>Rudeness/insolence to adults</p> <p>Hurting others –physically - mentally</p> <p>Bullying behaviour</p> <p>Swearing</p> <p>Deliberately non-verbal</p> <p>Wilful damage to school property</p> <p>Wilful damage to others' property</p> <p>Truancy</p> <p>Aggression towards staff</p> <p>Abuse of alcohol, drugs or other substances</p>	

## Links with other School Policies

This Positive Behaviour Policy, as part of the overall Pastoral Care Policy, is and will continue to be integrated into our School Development Plan. In so doing we are committing ourselves to the continuous process of monitoring and evaluating the success and effectiveness of the policy in terms of achieving its aims.

We in Donaghadee Primary School believe that a Pastoral Care & Positive Behaviour Policy cannot and must not stand alone. Instead, its aims and approaches must be reflected in and integrated with all other policies. These will include:

- Anti-Bullying Policy
- Safeguarding and Child Protection Policy
- Special Educational Needs and Disabilities Policy (SEND)
- Health and Safety Policy
- Relationships and Sexuality Education
- Online Safety Policy
- Mobile Phone Policy
- Social Media Policy
- Educational Visits
- Staff Code of Conduct

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**DPS Positive Behaviour Policy in relation to the Code of Practice for SEND**

The strategies for promoting and sustaining good behaviour and for managing misbehaviour as outlined in this policy is seen as an integral part of the Code of Practice for Special Educational needs.

**Stage 1**

The staff involved with the children in this area of support will use similar strategies to those used by the rest of the staff. For example:

- Setting work appropriate to ability
- Setting clear attainable and understood goals
- Involving children in active learning
- Pupils receive appropriate positive reinforcement for effort and behaviour
- Appropriate and common class rules
- Rewards and consequences as outlined in the school policy are adopted
- Bullying behaviours are dealt with according to school policy
- Support staff are included in any in-service training
- Staff follow EA guidelines for identification of pupils presenting with behavioural problems

**Stage 2**

At this stage the LSC, in conjunction with the class teacher will make, where necessary, arrangements for:

- Referral
- Supporting teachers
- Pastoral/counselling support
- Parental consultations
- Drawing up an appropriate education plan indicating strategies to be used in school to manage pupils' behaviour

**Stage 3**

This stage involves the referral of outside agencies after predetermined criteria are met. Following such a step, a new education plan will be drawn up.

**Communicating our Policy**

- Donaghadee Primary School will undertake to distribute this policy in full to the Board of Governors annually.
- Donaghadee Primary School will undertake to distribute a condensed copy of this policy to parents annually and inform them that the policy in full is available for their inspection in the school office and/or school website.
- Donaghadee Primary School will undertake to make all pupils aware of the contents of this policy through activities provided and by example set within the school

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environment. The aims of this policy will be apparent in all that we do and the way that we do it.

### **Monitoring & Evaluating our Policy**

This policy shall be constantly under review as it is the very essence of what goes on in every classroom, every day. Amendments, if required, will be made before annual distribution.

The monitoring of this policy shall be the responsibility of the Vice Principal supported by the Principal and SLT.

Strategies used to monitor the Policy's success will include:

- Playground observations
- Meetings with classroom and supervisory assistants
- Feed back from year group meetings, forums and staff meetings
- Feed back from parent/teacher interviews
- Monitoring levels of incidents reported
- Observing the general atmosphere around the school and endeavouring to gauge the levels of self esteem of both pupils and staff
- Audits/questionnaires

On the basis of information gathered from the above, it will be the job of the Vice Principal supported by SLT to evaluate the success of the policy and decide future targets.

### **Complaints' Procedure**

Donaghadee Primary School recognises that at times members of the community may have a complaint relating to some area of school life. We are happy to deal with any concerns in a reasonable and positive manner. In this way we would hope to maintain and strengthen good working relationships between all parties concerned.

Any complaints relating to a child protection matter should be reported to the Designated Teacher (G Kinkaid) or Deputy Designated Teacher (K Bell)/Deputy Designated Teacher Nursery (L Russell).

For any other concerns the "progression" below is advised. Complaints will be dealt with as soon as possible and any action will be time bound as agreed with the parties concerned.

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**If you have a complaint, please follow the steps below:**

(See Complaints Policy for further details)

- Speak to your child's teacher
- Speak to the Head of Foundation Stage, Key Stage 1 or 2
- Speak to the Vice Principal
- Speak to the Principal
- Write to the Principal
- Write to the Chair of the Board of Governors for referral to **Complaints Sub-Committee**.
- Written request to **Chairperson** to have case heard by **Appeals Sub-Committee of Board of Governors**.
- If I am still concerned I can contact the **NI Public Services Ombudsman**.  
**(Tel: 0800 343 424)**

Principal\_\_\_\_\_

Chair of Governors\_\_\_\_\_

Date\_\_\_\_\_