

POSITIVE BEHAVIOUR POLICY ST. BRONAGH'S P.S. ROSTREVOR



Date approved by Board of Governors: Spring 2026

Review Date: Spring 2029

POSITIVE BEHAVIOUR IN THE PRIMARY SCHOOL

This policy has been written in consultation with all those expected to implement it, namely children, staff, parents and governor representatives. Its purpose is to give clear guidelines to all those who use St Bronagh's Primary School. It explains our ethos and the code of behaviour that help maintain it and our system of rewards and sanctions.

THE NEED FOR DISCIPLINE

Discipline is the system and ethos which aims to cultivate in pupils an acceptance and recognition of responsibility for their own decisions, their actions and their consequences. Good disciplinary practices create the conditions for effective learning and help to develop in children responsible attitudes and values for life.

It is the view of St Bronagh's Primary School that effective learning can only take place in an atmosphere where standards of good behaviour are set as pre-requisites. Good behaviour is that conduct which assists the school to fulfill its function, namely **THE FULL DEVELOPMENT OF THE POTENTIAL OF ALL ITS PUPILS**. Inappropriate behaviour is conduct which prevents this; either when an individual prevents his/her own development by behaving inappropriately or when unacceptable conduct disrupts the development process for other members of the school community. It therefore follows that good behaviour is that which:

- conforms to the reasonable expectations and requirements of the school.
- is based upon mutual respect for the needs and aspirations of all in the school and upon care for its environment.

At St Bronagh's Primary School, we aim to be a Rights Respecting School. This means that children are learning and they have rights, but that with rights, come responsibilities. The universal rights of children are enshrined in the United Nations Declaration of the Rights of the Child. From these universal rights we focused on the following:

- We have the right to learn... and the responsibility to be the best we can and to let others learn.
- We have the right to be safe... and the responsibility to behave safely.
- We have the right to play and have fun with our friends... and the responsibility to be a good friend and include other children in our games.
- We have the right to our own opinions and beliefs... and the responsibility to respect the opinions and beliefs of others.

AIMS OF POSITIVE BEHAVIOUR

- To promote a positive ethos in the school through encouraging a shared understanding of the values which underpin our school ethos thus creating a calm, purposeful and happy atmosphere.
- To create a consistent environment that expects, encourages and recognises good behaviour and one in which everyone feels happy and safe.
- To help pupils develop self-respect, self-control and accountability for their own behaviour.
- To promote self-esteem through success, positive relationships and awareness of how our behaviour impacts on ourselves and others.
- To foster positive, caring attitudes towards everyone where achievements at all levels are valued.

- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety.
- To inform pupils and parents about behavioural expectations and consequences.
- To give pupils with challenging behaviour a chance to correct their actions before further consequences occur.
- To respect other people's learning time.
- To respect the teacher's teaching time.
- To develop self-discipline, the ability to learn independently and work co-operatively.
- To help children learn that courtesy and good manners are very important qualities.
- To foster an awareness of responsibility to others within and beyond the school.
- To foster a caring attitude for the school environment, including equipment used and extend this to the world outside of school.
- That all those who work in, or visit, our school will exhibit behaviour in keeping with the aims and ethos of the school.

Discipline should not be seen as 'punishment' but as being concerned with the training of children to behave in a socially acceptable fashion while in the care of teachers and others in the education process. It may well be that 'punishment' in the form of some sanction is part of this training, but generally discipline should aim to be positive. Our aims are best achieved in the framework of a relaxed pleasant atmosphere where enthusiasm and industry dominate and in which pupils are able to give their best, both in the classroom and in extra curricular activities and are encouraged and stimulated to fulfill their potential. This in turn demands a positive policy of encouraging good attitudes, rewards and praise and setting a good example.

TEACHING POSITIVE BEHAVIOUR

At St Bronagh's Primary School we believe that positive behaviour in children stems from learning certain core skills and abilities which include -

- Independence and organisation.
- Self-image and self-esteem.
- Motivation.
- Reflection and self-control.
- Attention.
- Perseverance.
- Fairness.
- Co-operation with adults.
- Collaboration with other children.
- Sociability.
- Empathy.
- Honesty.
- Respect for self and others.

We believe that all members of staff at school have a responsibility to actively help children develop these core skills and abilities. They can be taught throughout the school day by: -

- All members of school staff modeling the skills and abilities directly and adhering to agreed rules.
- Setting appropriate boundaries for children's behaviour.
- Showing empathy for and understanding of children.
- Listening to children.
- Showing respect and understanding to everyone in the school community.
- Providing feedback in an informative way to children.
- Using positive consequences to encourage the learning of appropriate behaviour.
- Using negative consequences to discourage the learning of inappropriate behaviour.

CURRICULUM AND CLASS MANAGEMENT

Alongside positive relationships, we are aware that good classroom organisation and effective teaching methods are key to good behaviour and that the provision of a high-quality curriculum through interesting and challenging activities influences behaviour. A welcoming and secure classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

Learning environments will be organised to promote and develop independence and individual initiative, whilst minimising disruption and uncertainty. This includes the arrangement of furniture and suitable access to resources and learning materials.

Displays aim to be current, lively and help develop self-esteem through demonstrating the value of every individual's contribution.

Since September 2022, we are using the PATHS Programme to develop pupils' Social and Emotional Learning.

GOLDEN RULES

At a whole-school level, the following are our "Golden Rules," which form the basis of what we consider to be good behaviour-

- **We are gentle...we don't hurt others.**
- **We are kind and helpful...we don't hurt anybody's feelings.**
- **We listen...we don't interrupt, and we follow instructions.**
- **We are honest...we don't cover up the truth.**
- **We work hard...we don't waste our own or others' time.**
- **We look after property...we don't waste or damage things.**

At the start of the year each class should establish a small number of ground rules as part of a class charter or code of conduct, which allows the classroom to operate effectively within a safe, happy and busy learning environment. Playground rules should be established in the same way so that the playground is a safe, happy and fair place to be. St Bronagh's Positive Behaviour Policy

RESPONSIBILITIES

Staff Responsibilities

All teachers, ancillary staff and lunchtime supervisors are responsible for the modelling of good behaviour, positive relationships and dealing with incidents around school. Consequently, they should endeavour -

- To treat all children and adults fairly and with respect.
- To role model good behaviour and positive relationships.
- To create a positive climate with realistic expectations.
- To emphasise the importance of values and being valued.
- To provide an effective learning and teaching environment.
- To encourage positive relationships based on kindness, empathy and respect.
- To ensure fair treatment for all regardless of ability, age, sex, race or preconceptions.
- Show appreciation of the efforts and contributions of everyone.
- Raise children's self-esteem and develop their full potential.
- Provide a challenging, interesting and relevant curriculum.
- Recognise that each child is an individual and to be aware of their special needs; make adjustments to learning programmes to provide personalised learning.
- Create a safe, pleasant environment both physically and emotionally.
- Set out and use rules and sanctions clearly and consistently.
- Ensure rewards and sanctions are followed through.
- Form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- Provide opportunities for children to take responsibility both within the classroom and through general school duties.
- Develop a Classroom Charter with children so that children are very clear about how they are expected to behave.
- Encourage children to take care of their own property, their school, and the property of others.

Parent/Guardian Responsibilities

Standards of behaviour are well established in children before they come to school. The accepted standards of behaviour will vary from home to home and family to family, but conflict arises when the expectations of school are different from those at home. Often, in a small community such as a home, individual needs can be largely accommodated without undue disturbance, but a school is a much larger community where the interests of each individual have to be subsumed in the greater good for the greater number.

It is quite clear that a pupil's acceptance of any system of rules for behaviour is determined by the attitude of home and the local society, e.g. there is little point in striving to train children not to throw litter if sweet papers are regularly thrown from the family car. Therefore, parental acceptance of the school's expectations and active co-operation with the staff is absolutely essential if an acceptable standard of discipline is to be achieved. Although parents are not in school with the children, their influence is still greater than that of the class teacher.

Parents have a duty to ensure that their children do not cause injury or damage to others or to any property and they, therefore, have an obligation to promote the general policy and rules of discipline as laid down by the school.

The co-operation of parents is sought in relation to maintaining high standards of pupil attendance, punctuality, personal appearance, the wearing of school uniform, caring for learning materials (particularly those which belong to the school, and which may be sent home) and the supervision of homework.

Children's Responsibilities

- To do their best.
- To contribute to their own learning.
- To treat other people with respect.
- To treat their belongings and the environment with care and respect.
- To show consideration for and appreciation of others.
- To consider the effects of their actions on others.
- To be honest at all times.

POSITIVE CONSEQUENCES (REWARDS)

At St Bronagh's Primary School, we believe that children should be encouraged to behave well and work hard. We use a number of positive consequences to do so. Whilst our aim is that children should work and behave well for the pleasure of the task, we recognise that rewards are sometimes necessary and appropriate. We use a variety of the following positive rewards: -

Non-verbal rewards such as a thumbs up sign or a smile.

Praise.

Showing work to another teacher and to the principal.

Stickers and star charts.

Dojo points.

Pupil of the week.

Letter/note home to parents.

Displaying work.

Recognition of achievements at assemblies.

Give extra play time.

Peer-nominated rewards (this strategy will be age appropriate).

Rewards from within the PATHS Programme.

We believe it is essential that all children are able to receive positive encouragement and have a fair chance to enjoy the positive rewards listed. Children's success, both in their work and behaviour should be measured against their previous performance rather than against that of other children in their class.

DEALING WITH UNACCEPTABLE BEHAVIOUR

In order to discourage children from behaving inappropriately, we believe it is important to teach them positive behaviours. If a child misbehaves, staff should ask him / her to stop the behaviour and should discuss the incident

with all those involved. Staff should encourage children to try to resolve disputes themselves and to take responsibility for their own actions.

We operate a hierarchy of corrective interventions and consequences, working from the least to most intrusive. The hierarchy is made explicit to the children, as is the link between the behaviour and consequence. A variety of low-level intervention strategies are used initially, such as non-verbal signals, reminders and close adult proximity to re-direct and encourage children to stay on track. If the inappropriate behaviour persists, then the consequences are presented to the child as a choice to help teach children that they are responsible for their own behaviour.

The following consequences will be used for increasingly inappropriate or continued disruptive behaviour, however extreme behaviour, such as physical aggression towards others, will result in immediate removal from the classroom to another room and/ or being sent to the Principal. The emphasis at any stage is on the child being re-engaged in the lesson and their learning as soon as appropriate.

There is no place for hurting any other human being through violence, bullying, harassment (racial, sexual, physical appearance, or other), vandalism, rudeness to adults or each other, or bad language within our school community and this is always unacceptable.

CONSEQUENCES

Stage 1 Low Level:

- Verbal reminder of the expected behaviour/school rule.
- Choice presented to child – You can choose to or you can choose to..... If you choose to then you will have time out.

Stage 2 Moderate level:

- Time out within classroom or resource area (3-5 minutes for KS1, 5-10 minutes for KS2).
- Name recorded in Class Teacher's Incident book, loss of Dojo Point.
- Choice presented to child – You can choose to or you can choose to If you choose to then there will be a further consequence.

Stage 3 Serious level:

- Unacceptable behaviour will be reported to the principal immediately.
- Time out working away from class for rest of morning/ afternoon, loss of Dojo Points.
- Reflection sheet or My Problem Page to be completed, brought home and signed by parent/guardian. (Template available)
- Repeated incidents or reaching stage 3 regularly will be reported to parents at the end of the day or as soon as possible, either in person, by letter or phone call, a meeting arranged and recorded.
- Targets for behaviour agreed and set.
- Going on daily, weekly, monthly report.
- Choice presented to child – You can choose to or you can choose to If you choose to then there will be further consequence.

The following tables contain a summary of possible inappropriate behaviours at different levels and consequences which may be used as deemed necessary -

Behaviours Low-Level	Moderate Level	Serious Level
<p>Fidgeting</p> <p>Telling tales/ lies</p> <p>Annoying other pupils</p> <p>Dropping litter</p> <p>Noisy e.g. talking/shouting</p> <p>Failing to keep on task</p> <p>Unkind remarks</p> <p>Bad language (one off)</p> <p>Running in corridors</p> <p>Remaining inside during the Daily Mile, at break and lunch times without permission</p> <p>Disrupting the line</p> <p>Borrowing without permission</p> <p>Noncompliance when tidying up the classroom</p> <p>Interrupting the teacher</p> <p>Spoiling games</p> <p>Noncompliance with school dress code</p> <p><u>Any persistence of low level behaviours would move into the moderate level.</u></p>	<p><u>Persistence of low-level behaviours</u></p> <p>Consistently shouting out</p> <p>Poor effort</p> <p>Distracting others</p> <p>Bickering</p> <p>Wrestling</p> <p>Tripping others and/or false tripping</p> <p>Disregarding adults and answering back</p> <p>Not using the play equipment properly</p> <p>Going out of bounds around the playground</p> <p>Excluding others</p> <p>Rough or aggressive play</p> <p>“Noseying” in other people’s business</p> <p>Refusal to co operate</p> <p>Vandalism – graffiti etc.</p> <p>Interfering with other pupils’ work</p> <p>Putting feet up and rocking on their chairs</p> <p>Non-completion of schoolwork and/or homework</p> <p><u>Repeated incidents of any moderate behaviours would move into the serious level.</u></p>	<p><u>Persistence of moderate level behaviours</u></p> <p>Hitting someone</p> <p>Fighting</p> <p>Throwing objects like rubbers, grapes and strawberries</p> <p>Taking others’ food at break or lunch time</p> <p>Vandalism e.g. damage to school property / toilets</p> <p>Serious physical / verbal threats made to staff or children</p> <p>Violent outbursts, verbal / physical</p> <p>Stealing</p> <p>Leaving school without permission</p> <p>Racist incidents</p> <p>Threatening / aggressive behaviour</p> <p>Bullying</p> <p>Dangerous refusal to obey instructions</p> <p>Going elsewhere instead of coming to school</p>

Sanctions / Procedures Low Level	Moderate Level	Serious Level
Non-verbal gesture	Amber Warning card	Consequence card or minus Dojo Points – break or break and lunch time detention or loss of Golden Time/Playful Learning Time
Verbal intervention	Loss of Dojo Points	
Redirect attention to children behaving appropriately	Entry in class teacher's incident book	
Model appropriate behaviour	Time deducted from Golden Time/Playful Learning Time	Send to principal
Peer praise or reward	Time out in another class	Completion of Reflection Sheet/My Problem Page
Related sanction e.g. completing work, cleaning up mess	Loss of a break time	Involvement of parents which might include removal of child for a short period
Time out in class	Referred to principal/ vice principal	Involve SENCo
Time out in playground or accompany supervisor	Time out in principal's office once all five cubes have been lost in the Cube System	Education Plan
Reminder of Class/Golden Rules	Loss of "Meadow" time	Daily, Weekly, Monthly behaviour report
Discussion with child/children	Reflect and write	Exclusion from special events e.g. school trips
Request responsibility for behaviour and apology issued	Contact with parents	Involve outside agency – Behaviour Support Team
Loss of Dojo Point	Informal parents meeting	
Use of Cube System	Loss of privileges	Fixed term exclusion
	Withdrawal from extra-curricular activities	Permanent exclusion
	Children will be afforded opportunity to complete unfinished school work and /or homework in an alternative Key Stage classroom at break and/or lunch time and/or at Playful Learning Time and/or Golden Time	

With persistent disruptive behaviour or unacceptable behaviour incidents, KS2 children will be expected to fill in a reflection sheet or My Problem Page. This will be kept on file along with the incident record sheet thus building up a pattern of evidence.

Supervising staff must be vigilant, giving details to the pupil's class teacher who will record the incident in "Class Incident book." All records must include date, details of incident and names of those involved. This Book will be

passed on to the next teacher at the end of the school year. If appropriate, consequences may also involve making reparation for the unacceptable behaviour, e.g. writing a letter of apology.

Should any pupil record 5 or more incidents against the same child, then the school will consider this as a bullying incident and treat it as such referring to the school "Anti Bullying Policy."

Extremely unacceptable behaviour will be reported to the principal immediately. A letter will be sent home, or a phone call made to the parents the same day. For continual unacceptable behaviour or in case of serious verbal or physical aggression the child may be excluded internally from their class or sent home. This may also lead to a fixed-term exclusion, or on rare occasions, may take the form of a permanent exclusion (see 'fixed-term and permanent exclusions' below).

Following an incident of unacceptable behaviour, adults will have a private conversation with the child when they are calm, focusing on 'repair' and 'putting it right' to ensure a sense of closure. It will also focus on the child taking responsibility for their own actions and may involve the use of prompt questions, such as: How did you make other people feel? Is there anything you wish you'd done differently? What can you do to put it right? Is there anything I can help you with, so it doesn't happen again?

RESTRAINT OF PUPILS

Restraint of a child will only be used when a child behaves in such a way as to endanger the safety of themselves or others (See Use of Reasonable Force Policy).

WITHDRAWAL FROM ACTIVITIES

Withdrawing children from a specific aspect of school life is used when behaviour is becoming a health and safety issue, is causing significant disruption to others' learning or there is a break down in trust. This could take various forms such as a short period/single lesson, a planned internal exclusion, exclusion from a trip or visit. In these instances, pupils will still be accommodated within school for normal hours and an appropriate risk assessment will be completed as necessary.

PLAYTIMES AND LUNCHTIMES

At break and lunchtimes, we aim to encourage positive play with their peers. If problems between children arise, the emphasis is on peaceful problem solving and conflict resolution. Children are encouraged to use the PATHS strategies to prevent impulsive reactions. Children are recognised for positive behaviour at play and lunchtimes through verbal praise and public recognition, passing the good news onto class teachers and other adults.

Consequences

At play and lunchtimes there is a three-stage hierarchy of corrective interventions and consequences.

Stage 1:

- Rule/ expected behaviour reminder.
- Choice presented to child – You can choose to or you can choose to If you choose to then you will have time out.

Stage 2:

- Timeout for 3-5 minutes for KS1, 5-10 minutes for KS2) – child to stand next to and/or follow adult or stand at “Time Out Stop.”
- Incident reported to the Class Teacher using the Behaviour Note.
- Choice presented to child – You can choose to or you can choose to If you choose to then there will be a further consequence.

Stage 3:

- Timeout, inside from the playground for remainder of play or lunchtime. (See below)
- Reflection sheet filled in and discussed with an adult.
- Incident recorded in the incident book.

Once again, adults will follow an incident of unacceptable behaviour with a private conversation focusing on ‘repair’ to ensure a sense of closure, asking child “What did you do wrong?” and leading the child towards taking responsibility/ ownership for their own actions.

In the event of extremely unacceptable behaviour or persistent disruptive behaviour at play and lunchtimes, then a child will be brought inside from the playground straight away and brought to the following rooms.

Breaktime- Key Stage 1 Pupil – Principal’s Office or staffroom.

Key Stage 2 Pupil- Principal’s Office or staffroom.

Lunchtime- Key Stage 1 Pupil –the Dinner hall.

Key Stage 2 Pupil- Principal’s Office or staffroom.

The pupil may be excluded from play and lunchtimes for a fixed period.

In the dinner hall we use a “Chatter Tracker” to monitor noise levels with appropriate actions being taken.

SPECIAL EDUCATIONAL NEEDS

We recognise that for a small number of children, whose behaviour is beyond the whole school rewards and consequences system, a more personalised approach may be necessary in order to support them in developing the ability to regulate their own behaviour. They may have an individual behaviour plan agreed between the pupil, staff and parents. The support of outside agencies will also be sought where appropriate, in particular the Behaviour Support Service or Educational Psychologist.

FIXED TERM AND PERMANENT EXCLUSIONS

Extreme behaviour or persistent disruptive and challenging behaviour may lead to pupil exclusion on a temporary or permanent basis. In such cases we will follow the CCMS Scheme for Suspension and Expulsion.

RECORDING, MONITORING AND EVALUATING

Behaviour in school will be recorded through reflection sheets/My Problem Page, Principal's Behaviour File and Class Teacher's incident books. Progress towards individual targets will be recorded on individual behaviour/ education plans as necessary. The Leadership Team will monitor behaviour and evaluate the impact of this policy termly.

HOME-SCHOOL AGREEMENT

Parents, pupils and teachers are asked to sign a Home-School Agreement annually. By signing the Home-School Agreement parents/guardians are indicating their agreement with the School's Positive Behaviour Policy.

ANTI-BULLYING

The school's Anti-Bullying Policy includes details of how we prevent and deal with incidents of bullying.

BEHAVIOUR BEYOND THE SCHOOL GATE

All pupils are expected to behave in a manner which does not threaten the health and safety of other pupils, staff or members of the general public. This includes the journey to and from school, on educational visits and the acceptable use of the internet, digital recording devices and mobile phones.

Any non-criminal bad behaviour and bullying which is witnessed by a staff member or reported to school will result in the sanctions in the school policy being implemented. All criminal behaviour will be reported to the police.

Subject to the school's Positive Behaviour policy, the teacher may discipline a pupil for:

Any misbehaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public.

(Every effort has been made to ensure this policy is robust, fit for purpose and covers all eventualities. However, we also recognise that there may be occasions when members of staff may have to use their own discretion when dealing with behaviours or incidents which have not been explicitly referenced.)



Appendix 1; Positive Behaviour Policy, Reflection Sheet.

School Motto: Learn, Achieve, Pray, Believe.

Our Golden Rules will help you to reflect on your behaviour:

We are honest. We are helpful. We work hard. We are kind and gentle. We look after property. We listen.

Name	Date
Draw/Write – What did I do?	Draw/Write – Why did I do it?
Draw/Write – Which Golden Rule did I Break?	What can I do to make it better?

Parent/Guardian Signature _____ Date _____

Positive Behaviour Policy, Home-School Agreement.

Pupils	Parents/Guardians	School
I will do my best to -	To help with my child's education I will do my best to -	We will do our best to -
Attendance and Punctuality.		
<ul style="list-style-type: none"> • Come to school on time every day. 	<ul style="list-style-type: none"> • Make sure that my child attends regularly and doesn't take holidays during term time. • Make sure that my child arrives in school by 9.15 a.m. and is collected at 2 or 3 p.m. • Inform the school in writing of the reason for any absence. 	<ul style="list-style-type: none"> • Recognise and reward good attendance annually. • Arrange a meeting with parents/guardians if there is a persistent problem concerning their child's punctuality or attendance. • Communicate with EWO on attendance concerns.
Being Ready for school.		
<ul style="list-style-type: none"> • Wear the correct uniform every day. • Bring everything I need every day. 	<ul style="list-style-type: none"> • Ensure that my child wears the correct school uniform. • Help my child take in anything they need for school. 	<ul style="list-style-type: none"> • Inform parents/guardians of which uniform to be worn. • Give ample notice if specific equipment is required. • Carry out regular uniform "spot checks."
Teaching and Learning.		
<ul style="list-style-type: none"> • Work hard and try my best every day. • Not disrupt lessons or prevent other children from learning. 	<ul style="list-style-type: none"> • Take an interest in what my child is learning and attend any meetings organised. • Praise effort and good work and encourage my child to do his/her best. 	<ul style="list-style-type: none"> • Praise effort and progress and encourage children to do their best at all times. • Provide a broad and balanced curriculum that challenges and motivates all children. • Make sure that the children are clear about the teaching and learning taking place.
Behaviour.		
<ul style="list-style-type: none"> • Behave well coming to and going home from school. • Behave well in school and follow our Golden Rules. 	<ul style="list-style-type: none"> • Encourage my child to behave well in school and follow the Golden Rules. • Support the school in maintaining good behaviour and discipline. • Work with the school to find solutions if behaviour is unacceptable, supporting the school if sanctions are necessary. 	<ul style="list-style-type: none"> • Provide a safe, well-ordered and caring environment. • Contact parents/guardians if there are concerns about their child's behaviour. • Promote good behaviour in line with the Golden Rules. • Inform parents of their child's successes and work together to find solutions if there are concerns.

Homework		
<ul style="list-style-type: none"> • Read regularly at home. • Do my homework and bring it back to school on time. 	<ul style="list-style-type: none"> • Listen to and read with my child. • Make sure that my child has a quiet area to complete homework and offer support as necessary. 	<ul style="list-style-type: none"> • Indicate clearly what is expected. • Set and mark homework regularly. • Monitor homework not being completed.
Life at School.		
<ul style="list-style-type: none"> • Not bring in toys, sweets, fizzy drinks, mobile phones or electronic devices to school. • Look after the school building and everything in it. • Take part in all activities. • Respect and value other cultures, religions, race, gender, appearance and opinions. 	<ul style="list-style-type: none"> • Look after the school building and property. • Support events run by the school and the PTA. • Encourage my child to participate in appropriate activities. • Become involved in the life of the school where possible. • Respect and value other cultures, religions, race, gender, appearance and opinions. 	<ul style="list-style-type: none"> • Be a safe and healthy school. • Be open and welcoming and support events run by the PTA. • Offer a range of extra-curricular activities. • Offer opportunities for parents/guardians/community members to become involved in school life. • Respect and value other cultures, religions, race, gender, appearance and opinions.
Communication		
<ul style="list-style-type: none"> • Be honest and never cover up the truth. • Be polite and helpful to other children and adults. • Pass all letters, notes and reports to parents/guardians on the day they are issued. • Use the suggestion box for ideas, comments etc. 	<ul style="list-style-type: none"> • Let the school know if there are any problems/issues that may affect my child's ability to learn. • Raise concerns about my child directly and promptly with the school. 	<ul style="list-style-type: none"> • Be open and welcoming. • Make sure that we listen to all concerns/suggestions and provide prompt responses and support as appropriate. • Keep parents informed about the life of the school. • Keep parents informed about the work of the governors as appropriate.

Signed _____

Date _____



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E-mail: jmussen895@c2kni.net

Learn, Achieve, Pray, Believe

13 March 2026

Dear Parent(s)/Guardian(s),

I am writing to inform you of concerns in relation to _____ behaviour in school. The behaviour currently being displayed is considered to be at the "moderate level" and we are appealing for your support to try and prevent it reaching the "serious level".

Could you please speak to _____ regarding the following incident(s) and stress the importance of following our Golden Rules and behaving in a way that is acceptable;

Please sign and return the attached reply slip.

Thank you for your co-operation and support on this matter.

Yours sincerely

Jody Mussen,
Principal

Reply to Moderate Behaviour Issue

I _____ as parent/guardian of _____ in

Primary _____ acknowledge receipt of the letter informing me about the incident(s) of moderate behaviour and I have spoken to him/her about the importance of following the Golden Rules in school.

Signed _____ Date _____



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Learn, Achieve, Pray, Believe

13 March 2026

Dear Parent(s)/Guardian(s),

I am writing to invite you to a meeting to discuss concerns in relation to _____ behaviour in school. The behaviour currently being displayed is considered to be at the "serious level".

Could you please speak to _____ regarding the following incident(s) and stress the importance of following our Golden Rules and behaving in a way that is acceptable;

I propose that we meet on _____ at _____. If this proposal doesn't suit, please suggest a time and date that is more convenient for you.

Please sign and return the attached reply slip.

Thank you for your co-operation and support on this matter.

Yours sincerely

Jody Mussen,
Principal

Reply to Serious Behaviour Issue

I _____ as parent/guardian of _____ in

Primary _____ acknowledge receipt of the letter informing me about the incident(s) of serious

Behaviour. I have spoken to him/her about the importance of following the Golden Rules in school and

I am/am not able to attend the meeting on the day and time suggested.

Signed _____ Date _____

Appendix 4; Detention note.



St Bronagh's Primary School Rostrevor
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Learn, Achieve, Pray, Believe

Dear Parent(s)/Guardian(s),

_____ will be on detention this _____ at break time/break time and

lunch time because;

Please sign and return. _____

Thank you _____ Date _____

Appendix 5; Positive Behaviour Policy First Report Sheet.

_____ in Primary _____ has been placed on report because of concerns about behaviour. The following is a record of progress or issues during the period of time on report.

Daily Record

Date	Break time	Lunch time

Weekly Record

Monthly Record

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Signed _____ Date _____

P1 – P3 Behavioural Report Card

Name: _____ **Class:** _____ **Date:** _____

	9.15-10.30	Break	10.45 - 12.00	Lunch	12.45-2.00	After school	Teacher sign & comment
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

P4 – P7 Behavioural Report Card

Name: _____ Class: _____ Date: _____

	9.15-10.45	Break	11.00-12.30	Lunch	1.15-3.00	Teacher sign & comment
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						