

Roe Valley Integrated Primary School

Positive Behaviour Policy

Article 3 -All organisations concerned with children should work towards what is best for each child.



Signature of Chair of Board of Governors: _____

Ratified: _____

Signature of Principal: _____

Reviewed and updated: October 2025

Review due: October 2026

This policy has been developed within the context of current legislation, policy and guidelines:

- Health and Safety at work (NI) Order (1978)
- Children (NI) Order (1995)
- The Education (NI) Order (1998) – Articles 3 and 4
- Human rights Act (1998) – NI 2000
- Education (NI) Order (2003)
- Special Educational Needs and Disability (NI) Order (2005)
- NI Anti-Bullying Forum www.NIABF.org.uk

Ethos:

- Roe Valley Integrated Primary School is a vibrant, inclusive learning community where every child is nurtured to grow with confidence, compassion, and curiosity.
- Together we are committed to effective, child-centred learning in a safe, happy and respectful environment that leads to improvement.
- Together we have a team spirit that successfully collaborates with our school and the local and wider community - we celebrate diversity, foster positive relationships, and empower our pupils to value their own and others' cultures, preparing them to thrive and make a meaningful difference in a changing world.
- Our school community is rooted in the principles of Integrated Education: Equality, Faith & Values, Parental Involvement, and Social Responsibility.

Our Vision:

***'Educating Together'* (encourages the holistic development of learners)**

Our Mission Statement:

R – Respect and Relationships – To have respect for self, others and our community.

O – Opportunity for All - To provide equal opportunities for every child to thrive academically, socially, and emotionally in a nurturing and inclusive environment. Opening hearts and minds through meaningful learning together.

E – Empowerment of children and teams – To empower children to become confident, capable learners with high self-esteem.

V - Values at the Heart - To ensure our school values are present in our children, colleagues, parents/carers and governors.

A – Aspirational Learners – To achieve excellence through high expectations, support and challenge for all.

L - Listening and Learning Together – To shape positive futures together.

L – Leadership at all levels – To aspire to purposeful leadership that empowers improvement and builds capacity.

E – Engagement in Partnership – To promote partnership, mutual understanding and to enrich learning, health and wellbeing.

Y - Young people prepared - To contribute positively to a shared and inclusive society.

I – Integration and Inclusion - To celebrate diversity and promote mutual respect by fostering a community where children from all backgrounds learn together in harmony.

P – Personal Growth and Potential - To support each child in discovering and developing their unique talents, encouraging confidence, creativity, and a lifelong love of learning.

S – Safe and Supportive Environment - To ensure a safe, caring, and stimulating/inclusive setting where children feel valued, supported with wellbeing, and empowered to succeed.

Our School Values – through presence and example, not just words.

- **Friendship:** We build strong, caring relationships.
- **Respect:** We treat everyone with *kindness* and understanding.
- **Inclusion:** Everyone is welcome and valued.
- **Community:** We work together and help each other.
- **Aspiration:** We always try our best and encourage others to do the same - it is okay to make a mistake.
- **Acceptance:** We accept and appreciate our differences.
- **Diversity:** We celebrate our different backgrounds and beliefs.
- **Equality:** We feel like we belong.
- **Equity:** We seek fairness for all, and we all succeed.
- **Honesty:** We are truthful and trustworthy.
- **Responsibility:** We look after ourselves, each other, and our world
- **Integrity:** We are true to our values in all we say and do, we make good choices.

We, the governors and staff of Roe Valley Integrated PS, believe that the school is a vital part of our community.

We are committed to:

- The aims of Integrated Education.
- Child Centred Education.
- Working closely with parents in the education of their children.
- High academic standards.
- Developing positive and effective pastoral care systems in our school.

The staff and governors of Roe Valley Integrated PS believe:

- Positive Behaviour is essential for effective Teaching and Learning
- Pupils and staff have the right to learn and teach in an environment which is safe, friendly, peaceful and fair
- Our school community has defined a very clear set of non-negotiable standards of personal behaviour, which are based on respect for each individual in our community and their individual needs
- Our school community places self-discipline and a real sense of justice at the core in our determination to provide opportunities where each individual can flourish and develop in safety
- Positive Behaviour must be carefully developed and supported
- Appropriate high self-esteem promotes good behaviour, effective learning and positive relationships
- Promoting positive behaviour arises from emphasising children's potential, rewarding success and giving praise for effort and achievement
- We recognise it is important to strike a balance between recognising positive behaviour and having appropriate consequences which are seen by all to be fair and just and applied consistently when standards are not maintained
- It is the responsibility of parents, carers and all adults who care for the children, work with the school in helping to foster positive attitudes and behaviour

We believe that positive behaviour means that everyone in school is:

- Careful and kind
- Polite and friendly
- Helpful to each other
- Quiet and hardworking
- Respectful and tolerant

In Roe Valley Integrated PS we all follow The Golden Rules:

We work hard –have a go/can do attitude

We are honest

We listen

We are gentle-kind hands/feet/words

We are kind

We look after property

We treat others as we like to be treated

It's okay to make a mistake

Aims of our Positive Behaviour Policy:

This policy exists to provide a framework for supporting the aims of Roe Valley Integrated PS and ensuring the happiness and learning of every individual in our community. This policy will do this through:

- Encouraging a calm, purposeful and happy atmosphere within school
- Helping our children develop into caring and thoughtful individuals who respect and value the feelings, beliefs, property and differences of others
- Encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour
- A consistent approach to behaviour throughout the school with parental co-operation and involvement
- Helping our children develop appropriate self-esteem
- Encouraging our pupils to co-operate with one another and with the adults in school
- Help create a positive, stimulating learning environment where positive attitudes and behaviour are encouraged and rewarded
- Help working alongside parents to encourage our children to develop socially, academically, orally and spiritually in preparation for a positive role in society
- Ensure that everyone is clear about their role when managing a child's behaviour
- Make all children aware of unacceptable behaviour
- Allow all children equal opportunities to learn
- Allow all adults in school equal opportunities to fulfil their role
- Reward and encourage positive behaviour
- Use sanctions where appropriate in accordance with this policy to develop the skills necessary to resolve conflict and differences of opinion with sensitivity

Encouraging Positive Behaviour:

We support positive behaviour and positive environment through:

- A consistent approach by the whole school community
- Monitoring pupil attendance and taking action when required
- Whole school planning for PDMU
- Developing the voice of our children through our Student Council and ECO Council
- Appreciating and following the agreed **Code of Conduct**
- Encouraging our children to see themselves as part of a whole school community and recognising their responsibility within this
- Developing the children's skills of co-operation and discussion
- Encouraging everyone to take pride in the school environment
- Having a positive and consistent approach to playtimes and lunchtimes involving our Playground Buddies and Anti-Bullying Ambassadors
- Creating a stimulating classroom environment
- Providing clear and positive learning experiences fairly and consistently
- Offering a broad and balanced curriculum that is well planned, prepared and stimulating
- Ensuring that all curriculum issues concerning our organisation, methods of teaching and learning, content and differentiation are self-evaluated and planned for

- Rewarding children both in the classroom and around the school
- Having a transparent reward system for the children that is seen and applied fairly and consistently

Examples of current 'Good Practice' to support this policy (Including the Addressing Bullying Type Behaviour Policy)

Some are age specific/only used by some year groups and are open to variations

- Staff professional development/training opportunities linked to Pastoral Care/SBEW/SEN/Health and Well Being and Keeping Safe etc. are planned for as part of the School Development Plan
- There is consultation with staff, pupils, parents/carers and Governors to review practices and ensure coherence and consistency in practice across the school
- PDMU (incorporating personal safety, developing self-esteem, values education, positive strategies for cooperation, community awareness etc.) is an integral area of learning and teaching within the curriculum and is planned and systematically delivered to all pupils P1-P7
- Special assemblies/visits by speakers, charities and community groups promoting well-being, safety and resilience.
- Anti- Bullying Week activities across all Key Stages (November)
- Health Promotion Initiatives (Health Action Award, Health Week etc.)
- PSNI workshops e.g. Cyber bullying, accident prevention, and anti-bullying strategies.
- Circle Time (developing the language of Feelings / Emotional Intelligence, Zones of Regulation, Talking and Listening and Cooperation)
- Golden Time (Friday afternoon earned by adhering to School Code/ Class Rules)
- Roe Valley Rock Star
- Study Buddies
- Zones of regulation
- Nurture time/principles
- Certificate of Achievements – presented by SLT/MLT
- Rewards/Awards – age and stage and class appropriate
- Lucky Dip/table prizes
- Suggestion/Worry Boxes/Plaques/Jars
- Reward Certificates/ Stickers / tokens
- Lunchtime Awards
- PATHS Buddies
- Peer Mediators
- Supervisory staff present before school/at break/ lunch in playgrounds
- School Council
- Eco Warriors
- Digital Leaders
- Shared Education Partnership
- PATHS programme
- Close working relationships with Additional Needs Leader and regular review of IEPs (Individual Education Plan), PLPs (Personal Learning Plans), SBEW (Social, Behavioural & Emotional Wellbeing) issues addressed via this route with support Principal/SLT/Teachers/TAs/Parents/Pupils
- Involvement with external support agencies where deemed necessary through the appropriate channels, for example,

EA SEND team

Local Impact Team (new) –

Dale Krause and Laura Woodham (previous AAIS, Literacy service, Behaviour support team...)

Dry Arch Centre

CAMHS

RISE

Educational Psychology

EWS

Language & Communication Unit – Ballykelly PS

EOTAS – Treetops

EA Primary CLA team

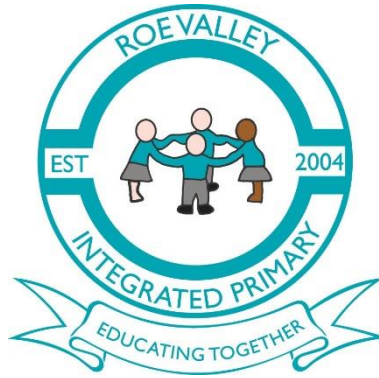
Margaret Logan – Play Therapist and Counsellor

ADNI

CPSSS

Western Trust – Family Intervention, Gateway

NSPCC



Code of Conduct

For a safe and happy school, we are expected to.....

- Smile and have fun – enjoy our learning
- Arrive at school on time
- Wear our school uniform
- Smile and enjoy our learning
- Show respect to everyone in school
- Be truthful, well-mannered and kind
- Take pride in our school building and grounds
- Look after our books and property
- Walk sensibly, safely and quietly in the corridors/paths
- Keep our school litter free
- Set a good example to others
- Exercise self-control
- Line up quickly and quietly when the bell rings
- Remember we are representing our school when we are out in the community

Our Code of Conduct was drawn up in consultation with our School Council.

It is displayed prominently around school and is articulated in a more suitable language in Foundation Stage.

The Rights and Responsibilities of Everyone in Roe Valley Integrated PS

Our Pupils

Pupil Rights	Pupil Responsibilities
<ul style="list-style-type: none"> • Be valued as members of the school community • Get help when they seek it, whether with their work or with bullying or other personal worries, and to have a 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 reasonable, acted upon • Be taught in a pleasant, well-managed and safe-environment • Use school resources and property • Work and play with clearly defined and fairly administered codes of conduct • Experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met • Develop and extend their interest, talents and abilities 	<ul style="list-style-type: none"> • 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. Listen to others • Co-operate in class with the teacher, any other adult and with their peers • Work as well as they can in class • Abide by the school rules – Code of Conduct • Seek help if they do not understand or are in difficulties • Respect and value resources/property • Accept ownership for their own behaviour and learning, and to develop the skill of working independently • Look after and care for property • To behave well and treat others fairly

Our Staff

Staff Rights	Staff Responsibilities
<ul style="list-style-type: none"> • Work in an environment where common courtesies and social conventions are respected • 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 • To be treated with care and dignity from all members of the school community 	<ul style="list-style-type: none"> • Behave in a professional manner at all times • Ensure that lessons are well prepared, making use of available resources, and that homework is appropriately set and constructively marked • Show interest and enthusiasm for their pupils' learning • Listen to the pupils, value their contributions and respect their views • Be sympathetic, approachable and alert to pupils in difficulty or falling behind • Identify and seek to meet pupils' special educational needs through The SEN Code of Practice • Share with parents any concerns they have about their child's development or progress • Expect high standards and acknowledge effort and achievement; pursue opportunities for personal and professional development (Code of Conduct) • Report suspected cases of bullying or abuse to The Designated Teacher for Child Protection or in Ms McDonald's absence, Mrs McDonagh/Mrs Boyd • Follow up any complaint by a parent about bullying, and report back within one week on the action which has been taken, The Principal must be informed of any complaint

*Staff includes teachers, teaching assistants, office staff and ancillary personnel working in the school, both permanent and temporary.

Our Parents/Carers/Guardians

Parents' Rights	Parents' Responsibilities
<ul style="list-style-type: none"> • A safe, well-managed and stimulating environment for their children • Reasonable access to the school • Have their concerns and enquiries dealt with efficiently and sympathetically • Be informed promptly if their child is ill or has had an accident • Be informed promptly if the school has a concern about their child • Be well informed about their child's progress and prospects • Be well informed about school rules and procedures • A broad, balanced and appropriate curriculum for their child • Have access to school uniform • Be involved in key decisions about their child's education • A suitably resourced school with adequate and well-maintained accommodation 	<ul style="list-style-type: none"> • Ensure that their child attends school regularly and arrives on time • Ensures homework is done • Ensures children are suitably equipped for the lessons in the day ahead • Be aware of our school rules and procedures and encourage their child to abide by them • Show interest in their child's classwork and homework, where possible, provide suitable facilities for studying at home • Act as positive role models for their child in their relationship with our school • Attend planned meetings with teachers and support school functions • Provide the school with all the necessary background information about their child • Respect school uniform at home • Informing the school promptly about any concerns they have about school, or any • Significant change in their child's medical needs or home circumstances

Board of Governors

Rights of our Governors	Responsibilities of our Governors
<ul style="list-style-type: none"> • To be kept informed about all matters pertaining to the running of the school • To be consulted about all aspects of school life • To make decisions in good faith about the running of the school • To be kept in touch with opinions, concerns and expectations of parents, staff and children 	<ul style="list-style-type: none"> • To attend regular meetings • To make decisions about: <ul style="list-style-type: none"> - Financial management of the school - Pupil discipline - Implementation of the curriculum - Staff appointments - Community links - Grievance and disciplinary procedures • To work in partnership with The Principal and staff to ensure that the children receive a broad and balanced curriculum • To ensure that the school grounds and buildings provide a safe and secure environment for pupils and staff

Rewards

We at Roe Valley Integrated PS not only promote and teach positive behaviour and attitudes with our children; we also greatly value and reward them. The emphasis of this policy is on the positive and consistent reward of positive behaviour and attitudes.

We believe our children learn best when they are happy at school.

Each teacher has their own system of class rewards: Examples:

- Stickers, badges and stamps
- Star of the Week – Roe Valley Rockstar
- PATHS Pupil of the Day
- Written comments in books
- Verbal signals
- Written notes to parents
- Sending the child to another teacher or The Principal for praise
- Special responsibility for jobs/leadership roles
- Individual or table prizes
- WOW badges/Anti-bullying ambassador badges
- Star charts/Diary stars
- Reward charts/Peg charts/Cube boxes
- VIP table
- Display screen – foyer
- Awards systems - whole school and bespoke to each year group
- Principal's Award
- Pastoral and curriculum awards
- Pupil of the day - PATHS
- Dojos
- Celebration of achievement, and of year assemblies and leavers' event P7
- Pupil showcase to the Principal, SLT and curriculum leaders - tasks, sharing of news, celebration of the child, celebration of a value, an extra-curricular success

Every child in the school has 1 hour of Golden Time on a Monday morning – this will be used on a Friday afternoon.

PATHS Buddies – in recognition of their senior position in school and to help foster self-discipline and a sense of responsibility, Year 6 and 7 pupils are encouraged to be Playground/PATHS Buddies in the Year 1 – 4 play ground.

Weekly/Monthly Certificates – children are nominated by their class teacher or teaching assistant to receive a monthly Principal's Certificate/badge/trophies presented by the Principal/Vice-Principal

Time with principal - achieving something great for themselves or just for being themselves.

Class Plan for Learning in Foundation and Key Stage 1

We believe that good behaviour is about making the right choices!

Our Classroom Rules

1. We use our listening ears
2. We use marvellous manners and kind words
2. We keep our hands and feet to ourselves
4. We share with all our friends
5. We keep our classroom tidy

Celebrating Success / Rewards

When we choose to keep to these rules we may receive the following rewards:

- | | |
|-----------------------|-------------------------|
| 1. Praise | 5. Stickers |
| 2. Stickers | 6. Puppets to take home |
| 3. Certificates | 7. A note home |
| 4. Table Points/Stars | 8. Special Activity |

Consequences

If I choose to break a rule the following steps will be taken;

First time a pupil breaks a rule...	Reminder (attention drawn to rule) re: positive choices, modelling
Second time a pupil breaks a rule...	2 nd Reminder
Third time a pupil breaks a rule...	Verbal Warning
Fourth time a pupil breaks a rule...	Support from Senior Leadership
Repeated breaking of rules...	Supported by Ms McDonald/Mrs McDonagh/Parents/Carers

***Severe behaviour will be immediately referred to Mrs McDonagh (red card system)**

Class Plan for Learning in Key Stage 2

We believe that positive behaviour is about making the right choices!

Our Classroom Rules

1. We follow instructions carefully and show positive listening
2. We keep our hands, feet and impolite words to ourselves
3. We will respect all adults and pupils in our school
4. We will share and understand the importance of team work
5. We will be positive and concentrate on our work, trying our best and having a go

Celebrating Success/ Rewards

When we choose to keep to these rules we may receive the following rewards:

- | | |
|-----------------|---------------------|
| 5. Praise | 5. Stickers |
| 6. Stickers | 6. Points |
| 7. Certificates | 7. A note home |
| 8. Table Points | 8. Special Activity |

Consequences

If I choose to break a rule the following steps will be taken;

First time a pupil breaks a rule...	Reminder (attention drawn to rule) re: positive choices, modelling
Second time a pupil breaks a rule...	2 nd Reminder
Third time a pupil breaks a rule...	Verbal Warning
Fourth time a pupil breaks a rule...	Support from Senior Leadership
Repeated breaking of rules...	Supported by Ms McDonald/Mrs McDonagh/Parents/Carers

***Severe behaviour will be immediately referred to Mrs McDonagh (red card system)**

Levels of Unacceptable Behaviour and Relevant Sanctions

It is important that teachers keep a record (diary) of incidents - ABC – Antecedent, Behaviour, Consequence - APPROACH - particularly at Levels 2 and 3.

Notable incidents should be filed in the pupil's record folder.

All referrals/IEPs/PLPs at Level 3/4 should be held on file and referred to on the Additional Needs Leader's records.

<p>Level One Behaviours</p> <p>Misbehaviour that can be effectively managed within a classroom environment by the class teacher/ classroom assistant/supervisor – (the class teacher should be informed- Principal may be informed)</p> <ul style="list-style-type: none"> • Infringement of playground and class rules/Code of Conduct. • Disregarding instructions • Speaking out of turn • Minor bad language- spontaneous swearing, sectarian, racial, insulting or rude remarks • Disrupting/distracting another child leading to incompleteness of tasks • Unsafe movement around the classroom/school e.g. running in corridor. • Entering out of bounds areas such as classroom at specified times, without permission • Use of property/resources without asking • Unsafe use of property/resources causing damage. • Insensitivity to others • Not taking instructions • Telling lies/getting others into trouble • Rough play 	<p>Level One - Behaviour Modification Strategies/sanctions</p> <ul style="list-style-type: none"> • Verbal warning to individual/whole class • Private discussion with child • Use of 'Scripting' to remind pupils of what is acceptable and maintain positive tone. • Reminder of class/school rules/Code of Conduct • Self-reflection • Use of 1-10 scale of feelings and encourage self-regulation/solution based discussion • Oral apology • Repositioning of pupil • Withdrawal of pupil from situation (temporarily) • Use of quiet corner/calm box/thinking area (age dependant) • Reduction in play privileges / Golden Time etc. in line with class routines.
<p>Level Two</p> <p>More serious behaviour that is not so easily managed within a classroom environment. (Class Teacher/Assistant/Supervisor will notify other staff and involve Principal. Parents may be notified in writing or by phone call)</p> <p>Persistence of Level One behaviours e.g.</p> <ul style="list-style-type: none"> • Deliberate use of bad language to hurt others (includes sectarian/racial/sexualised abuse written or verbal) <p>Deliberate destruction of another child's piece of work/ Persistent infringement of school rules. Persistently not taking instructions.</p>	<p>Level Two - Behaviour Modification Strategies/sanctions</p> <ul style="list-style-type: none"> • Inform parent through a phone call • Meeting with parent/s if necessary. • Principal discusses sanctions with pupil if age appropriate. • Ensure work is completed at another time. • Pupils sent in from playground to a supervised area • Stay in at break/lunch-time in a supervised area, as directed by principal • Loss of privileges – football day/golden time/stars/playtime etc. (not curriculum areas)

<p>Persistently telling lies/getting others into trouble/name calling</p> <p>also</p> <ul style="list-style-type: none"> • Bullying behaviours • Answering back/ shouting/ • Refusal to work or cooperate • Stealing/intent to steal • Isolated acts of violence – kicking, hitting, thumping, biting etc. • Threatening behaviour • Working or playing in an unsafe manner • Outburst of anger but pupil regains composure 	<ul style="list-style-type: none"> • Written apology or self-reflection using questioning e.g. oral or written (no lines/extra maths) • “Thinking time” in the classroom or in another classroom
<p>Level Three</p> <p>Very serious misbehaviour or persistent Level Two behaviours.</p> <p>Formal involvement by the Principal and parents.</p> <p>(Additionally other outside agencies may also become involved).</p> <p>Persistence of Level Two e.g.</p> <ul style="list-style-type: none"> • Persistent bad language (includes racial/verbal abuse) /defiance/ Persistent stealing/intent to steal/ Vandalism of school building or property/ Dangerous refusal to obey instruction. Violent playtime incident Repeated and deliberate incidents of bullying Major disruption of class activity <p>also</p> <ul style="list-style-type: none"> • Leaving school premises without consent • Violent hitting/kicking/fighting – aggressive violent behaviour, causing deliberate injury • Aggressively threatening behaviour towards staff/parents/ pupils • One or more of the above behaviours which cause the pupil to go into ‘Crisis’ Phase of The Breakwell Cycle 	<p>Level 3 - Behaviour Modification Strategies/sanctions</p> <ul style="list-style-type: none"> • Principal informed immediately if crisis occurs- pupil removed from situation and supervised in designated area e.g. office/interview room. Appropriate protection for staff in place • Risk assessment of location/situation • Principal/SENCO involved in monitoring situation from level 2 • Crisis/ anger management and de-escalation intervention • Parents contacted to meet principal along with class teacher (DTCP (Designated Teacher Child Protection)/SENCO may attend if appropriate) • Note of Concern regarding placement on SEN Code of Practice / Placement on SEN register (EBD) for Social Emotional and Behavioural reasons • Other interventions – Targets, Daily record Card etc. Nurture group, Counselling • Anger de-escalation strategies recognising the stages

<p>Level 4</p> <p>Where there is persistence of Level Three behaviours and the above interventions are not supporting the pupil adequately, further agency involvement may be deemed necessary.</p>	<p>Level 4 - Behaviour Modification Strategies/sanctions</p> <p>Continued Placement on SEN Register in line with Code of Practice (EBD) SEBD referral Other agencies e.g. CAMHs, EWO, Psychology, Social and Emotional Behaviour Team involvement. Suspension or exclusion following appropriate procedures</p>
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Appendix

References used in preparation of these aims

- Golden Rules – J Mosley
- SBEW training
- Staff Survey/Pupil Survey
- Pastoral Care in Schools; Promoting Positive Behaviour – DENI 2001

1 SEND

2- Examples of 'Scripting'-

(Agreed questioning strategy to promote consistent approach to challenging pupils about their behaviour in a non-threatening manner.)

The number of questions, vocabulary used etc. will vary with a pupil's age and ability to process self- reflection.

In order....

1 Tell me what happened?

2 What were you thinking that led you to behave in that way?

3 Who/what has been affected by what you have done?

3 Other self-reflection techniques include – Behaviour Reflection Sheets - ABC

"Restorative Questioning"- "Northern Ireland Anti-Bullying Forum (NIABF) file *'Effective Responses to Bullying Behaviour'*

4- 'The Breakwell Cycle' – taken from "*Coping with Aggressive Behaviour*" Glynnis Breakwell (1997)

Positive Behaviour Pupil Consultation

For a safe and happy school we are expected to...

	Agree	Disagree
<input type="checkbox"/> Arrive to school on time	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Wear our school uniform	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Show respect to everyone in school	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Be truthful well-mannered and kind	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Take pride in our school building	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Look after our books	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Walk sensibly and quietly in the corridors	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Keep our school litter free	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Set a good example to others	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Exercise self-control	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Line up quickly and quietly when the bell rings	<input type="checkbox"/>	<input type="checkbox"/>

Can you suggest some good Classroom Rules?

What rewards are there already in our school and your class when you keep the rules or do something great?

Can you suggest any other rewards in class or for school?

What sanctions do you think should be in place for poor behaviour choices?

Tick any of the below if you think they would be sensible sanctions in our school:

- One reminder of the classroom or school rule
- A change of seat in class
- Complete at home
- Thinking time from playground
- Reflection time
- Removal of 5 minutes of Golden Time
- Phone call home
- Letter home
- Visit another teacher for Thinking time/Reflection time
- Visit Ms McDonald
- Visit Mrs McDonagh

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Thank-you for your help!