

Rathmore Primary School



Positive Behaviour Policy

Date Ratified:	May 2026
Date of Review:	In line with the school's schedule for policy review.

This policy has been written following a consultation process, ratified by the Board of Governors and communicated to the school community as required. It will be monitored and reviewed as part of the school's policy review schedule.

Positive Behaviour Policy

Article 28

Every child has the right to an education...
...Discipline in schools must respect children's dignity.

Ethos Statement

At Rathmore, we strive to create a safe and inclusive community where everyone is treated with respect and kindness and where each individual feels valued, accepted, and encouraged to be themselves. We celebrate diversity and promote teamwork, nurturing positive relationships and a strong sense of belonging.

Through meaningful learning experiences, we inspire curiosity, resilience, and personal growth, empowering our pupils to grow with confidence, embrace challenges, and contribute positively to the world around them.

Policy Aims

At Rathmore, we believe that a caring climate, where every pupil feels safe and secure, is the foundation for effective learning, both within class and about the school. This is created when our pupils have developed the skills of independence, self-management, personal responsibility, confidence and self-esteem. As our children grow, we aim to establish emotionally literate pupils who are resilient and empowered to resolve conflict and manage relationships.

We believe that behaviour needs to be developed in partnership, both at school and at home. This policy therefore is communicated to staff, parents and pupils annually to provide a clear framework for positive behaviour and collaborative relationships throughout the school community.

Charters

As a Rights Respecting School, we teach our pupils to value one another and develop their identity as equal members of the school community, each with a role and responsibilities to the wider school family. The use of charters is fundamental to the development of self-awareness, personal responsibility and self-management. Charters are based on the UNCRC (United Nations Convention of Rights of the Child) and uphold the rights each pupil has, e.g. the right to learn, the right to be educated in a secure and caring environment, to be valued and respected and have their abilities and talents nurtured.

This Charter is devised, agreed, displayed and signed by everyone in the class as well as being communicated with parents. It highlights the rights of the child alongside the behaviours and actions required to ensure these are upheld (age dependant).

Our school culture is one of high expectations, it is therefore our expectation that children and adults respect these rights and behave in line with the policy.

Recognition

All Key Stages and classes have planned and agreed ways to recognise good behaviour and promote the rights of children to learn. This recognition is designed to encourage both an individual and group responsibility to protect the rights of every person in our school community. They include; a Charter focus across all year groups. Other examples may include;

- Words of praise from a staff member
- Written comments on work
- Class cubes in a jar
- Assembly Awards and Certificates
- Stampers, Stickers and Stars
- Reward Charts (class, table, individual)
- Children's free choice time
- Extra play time on outdoor equipment
- Added responsibility e.g. time in a younger class working with pupils,
- P7 Buddy and lunchtime helper.
- Year Group Positive Connections

Consequences

Consequences should protect the rights of children, discourage unwanted behaviour and teach the skills necessary for personal responsibility and healthy relationships. To achieve this, we seek to match appropriate consequences to the undesirable behaviours, reinforcing sound decision making.

Examples of consequences include;

(First warning)	Charter reminder
(Second warning)	Remind the child of the charter –link to consequence
(Consequence)	Speak to the child and apply appropriate consequence

For more serious incidents, consequences may be applied immediately.

- Reflection time in an appropriate space
- Withdrawal of activities
- Sent to Year Group Leader
- Sent to Key Stage Leader
- Sent to Vice Principal
- Sent to Principal
- Suspension
- Expulsion

In the case of a severe incident, the Principal will take immediate action steps in keeping with the severity of the behaviour.

Personal Resilience

Through our approach to behaviour, we aim to teach our children to identify, evaluate, express and manage their emotions. This will help them to communicate more effectively with others and negotiate situations with increasing confidence and independence.

In situations that arise, staff will be sensitive to the child's emotions and will use them as an opportunity to connect and to develop learning. They will listen to the child; label the emotion and support the child to problem solve and take action.

Monitoring of Behaviour

Each Key Stage Leader will monitor the behaviour of their Key Stage. Where unwanted behaviour is becoming a serious pattern, concerns will be shared with the Vice Principal/Principal. Together they will decide a plan of action, link with parents and SENCO if appropriate.

Key Stage Leaders will report to the Leadership Team annually as to the effectiveness of this policy and recommendations for improvements.

The policy will be amended if necessary.

Working with Parents

Rathmore works closely with parents believing a joint home/school approach is important in creating consistent messages about how to behave at school and home. We always try to build a supportive dialogue between home and school and we will inform parents if we have any concern about their child's welfare or behaviour. If the school has to use more formal consequences, parents will be informed; we expect parents to support the actions of the school. It is vital that school and home work in partnership.

Complaints' Procedure

If there is a concern about a child or the way a child has been treated, parents should contact the class teacher in the first instance.

If the concern remains, parents or staff may refer the matter to:

- Year Group Leader or Key Stage Leader
- Vice Principal

In the event that these discussions cannot resolve the problem then an appointment may be made with the Principal.

At all stages a record will be kept.

Links with Other Policies

At Rathmore, we believe that a caring climate, where every pupil feels safe and secure, is the foundation for effective learning, both within class and about the school. To achieve this climate it is important for every member of the school community to understand our framework for Pastoral Care.

This policy forms part of the Pastoral Care framework of Rathmore PS and therefore should be read in conjunction with our other suite of school policies.