



**St. Comgall's Primary School**  
**23 Brunswick Road**  
**Bangor**  
**Co. Down**  
**BT20 3DS**

# **St Comgall's Primary School, Bangor**



***'Quality Learning, Friendship For All'***

**St. Comgall's Primary School, Bangor**

## **Positive Behaviour/ Discipline Policy 2019**

**Relating to:**

**Suspension & Expulsion Policy & Anti-Bullying Policy**

**Compiled by A Higgins (DT) – September 2017**

**Reviewed & Updated:**    **A Higgins    Sept 2019**  
                                     **A Higgins    Sept 2021**

**Next Review:**                **September 2023**



**Principal: Mrs Cathy Hunter**  
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## Policy Statement

The Positive Behaviour Policy in St. Comgall's PS aims is to provide a learning environment where every child sees themselves as a recognised member of our school community.

We believe that each child needs to be given the opportunity to become involved in all aspects of school life so that they can feel valued and achieve their best. In order to promote positive behaviour, we recognise a need to develop practices that reflect every child's moral, intellectual, spiritual, physical, social, aesthetic and emotional potential.

The school is committed to its implementation, review and evaluation. The ETI **Inspectorate** in **April 2014 & SII May 2017** found the following strengths in St Comgall's Primary School:

- The caring and inclusive ethos is characterised by highly effective teamwork and collegiality at all levels
- Children's achievements are regularly recognised and celebrated
- Children's behaviour is exemplary; they are well mannered and courteous to their peers, staff and visitors.

In conclusion they said, "*The quality of pastoral care is also outstanding.*"

## Introduction

The Board of Governors, principal and staff at St Comgall's Primary School believe that each pupil is valued and that it is a place where everyone has an opportunity to develop to their full potential.

St Comgall's will strive to provide a place where effective learning can take place in a safe and secure environment.

*This policy aims to:* Promote a Positive Behaviour climate throughout the school

- Achieve a balance between recognising and promoting positive behaviour and developing corrective action
- Encourage appropriate and acceptable behaviour

The whole school community have been involved in the drawing up of this policy. It will be the intention of St Comgall's that the policy will be implemented, reviewed and regularly updated.

***"Quality Learning, Friendship for All"*** (School Motto)



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## Mission for the School

### **As a Catholic school we are committed to:**

- Fostering and nourishing Christian values for life
- Creating a happy, caring, safe environment
- Develop each child to their full potential
- Providing a broad, balanced, relevant, differentiated and challenging curriculum
- Promoting innovative teaching and an investigative skill-based approach to learning
- Embracing new initiatives in our quest for life-long learning
- Using a varied and up-to-date range of learning resources
- Providing an enriching programme of extra-curricular activities and visits
- Endeavouring to strengthen partnerships between school, home and the community
- Developing in the pupils a sense of citizenship with respect of oneself and others and encourage self-control, self-confidence, co-operation, independence and high personal standards of work and behaviour

### **Aims for Positive Behaviour**

- Enhance the pupils' self-esteem and foster self-respect and respect for others.
- Create an atmosphere where potential for learning and teaching can be maximised.
- Encourage the pupils to develop independence for accepting the need for self-discipline and self-control and taking responsibility for their own behaviour.
- Develop the pupils inter personal skills and their ability to resolve problems.
- Have the endorsement and achieve support of parents.

The staff at St Comgall's Primary School has adopted the 'Assertive Discipline' approach to the promotion of positive behaviour.

This school wide program ensures that all parents, pupils and staff have an agreed understanding of behavioural expectations throughout the school.

The approach ensures that positive behaviour is consistently acknowledged, rewarded and incidents of inappropriate behaviour are dealt with in a systematic and equitable manner.



### **St Comgall's Primary – A RIGHTS-RESPECTING SCHOOL**

As a UNICEF Rights-Respecting School, St Comgall's Primary accepts and promotes the UN Convention on the Rights of the Child.

- Pupils and teachers negotiate and agree a classroom code of conduct, agreement or charter expressed in terms of rights from the Convention
- Pupils have regular opportunities to give their teachers feedback on what helps them learn and what they enjoy most about their lessons; and also to comment on what might hinder their learning
- Pupils are fully involved in the assessment of their own learning and the evaluation of their own work; there is supportive evaluation of their peer's work



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- Pupils have responsibility for aspects of classroom organisation
- Pupils have opportunities to make choices in their learning
- There is a strong emphasis on mutual support and collaboration
- Teachers make use of a wide variety of teaching strategies and routes to learning, recognising that pupils may differ in their preferences for how they learn
- Teaching assistants are valued and respected by all, as reflected in their relationships and communications with teacher colleagues and with pupils
- Behaviour is good or improving as everyone recognises and respects the rights of all to their education
- Teachers and teaching assistants model rights-respecting behaviour, for example. teachers and teaching assistants listen positively to pupils' views and show respect for their opinions; they avoid put-downs and sarcasm; they give clear reasons for use of sanctions; teachers avoid use of 'blanket' sanctions of the whole class when only individual pupils have misbehaved; teachers show respect for teaching assistants and all other adults
- Displays are used to reinforce awareness of rights in relation to each other and others locally and globally
- Pupils respect and value each other's similarities and differences and support each other; there are few incidences of negative behaviour, name-calling, racist or sexist comments
- High status and adequate time is given to listening and acting on pupils' views, for example the School Council
- **All** pupils make progress to the best of their abilities

In addition to this, as a Catholic school, we expect all those associated with our school community to understand and know their rights and subsequently, their responsibilities in helping us to uphold their own and the rights of others.

As part of our continued commitment to the effective development and promotion of outstanding pastoral care and as part of our journey to the second level of accreditation in the Rights-Respecting Programme, St. Comgall's Primary School wishes to clearly express our expectations for all members in the school community.

Teachers will also try to ensure that in the course of a year, all pupils efforts are recognised and rewarded through **in-class** awards and school curricular and values systems.

St Comgall's Primary School recognises the achievements of all our pupils and celebrates these fully at the end of year **Annual Award Ceremony** in June.

In order to ensure that everyone within St Comgall's Primary can reach and achieve their full potential, we must first outline the [Rights and Responsibilities](#) of those important stakeholders.



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## Values and attitudes staff are responsible for promoting in pupils

<b>Caring</b>	-work and play
<b>Sharing</b>	-co-operation and fairness
<b>Tolerance</b>	-listening to others -respecting others differences, opinions and property -being sensitive and thoughtful -forgiveness -respect towards whole staff, parents and visitors
<b>Honesty</b>	-sense of responsibility
<b>Trustfulness</b>	-owning up for actions
<b>Reliability</b>	-valuing the truth
<b>Confidence</b>	-ability to interact with peers and others appropriately -social independence -build up positive self-image/esteem -developing leadership qualities
<b>Self-belief</b>	-showing individuality -stand up for beliefs -be prepared to take responsibility for themselves
<b>Integrity</b>	-to do one's best at all times
<b>Academic</b>	-to question and be inquisitive
<b>Independence</b>	-to value learning for itself -to value learning as relevant for now and the future -to develop a positive work ethos
<b>Good habits</b>	-punctuality -working as a team -knowing the value of friendship



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**Strategies we will use to develop pupils' responsibilities are listed below.**

**These strategies will be taught regularly in class and children will be made familiar to fully understand the Classroom Code and subsequent Rewards and Consequences.**

- rewarding and reinforcing acceptable behaviour by praise, encouragement and class award system
- helping children learn about their own responsibilities through Religion and PDMU / Keeping Safe lessons
- showing by our own example that we value acceptable behaviour by being kind and courteous to all children and by our positive attitude to visitors, all staff, new pupils and parents
- reinforcing social skills such as table manners, saying please, thank-you and excuse me
- listening to pupils and being seen to give children quality time
- creating a disciplined, controlled and stimulating working environment
- encouraging discussion of what is or is not acceptable
- promoting a culture of inclusion within the school
- promoting their values and attitudes through our delivery of the curriculum
- promoting each pupil's strengths and encouraging development of these
- being sensitive to the circumstances leading to negative behaviour and not labelling the child rather label the behaviour as unacceptable
- promoting a sense of responsibility for his/her own actions and those of the class
- using Circle Time, Keeping Safe Programme as a forum for discussion – encouraging children to talk to appropriate adults about difficulties or problems
- providing appropriate mentoring and counselling services
- making children aware of positive role models

All pupils are required to attend school every day.

All pupils are required to be punctual.

Pupils consistently missing or late for school may have to be referred to the Education Welfare Officer (EWO).



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All members of the school community have rights and responsibilities

<b><u>Pupils Rights</u></b>	<b><u>Pupils Responsibilities</u></b>
<p>To be taught in a pleasant, well managed, safe and positive environment.</p> <p>Get help when they seek it and to have a sympathetic audience for their ideas and concerns.</p> <p>To express their opinion and be heard</p> <p>To be treated fairly and respectfully as a worthwhile member of the school community.</p> <p>To have efforts and work valued.</p> <p>To take mistakes and learn from them.</p>	<p>Work and play within agreed clearly defined codes of conduct.</p> <p>To communicate their concerns and ask for help when needed.</p> <p>To listen well and show courtesy when another person is speaking.</p> <p>To treat other adults/children/property with respect and behave safely in and out of class.</p> <p>To complete work to their full potential.</p> <p>Conform to the conventions of good behaviour and abide by school rules</p>
<b><u>Staff Rights</u></b>	<b><u>Staff Responsibilities</u></b>
<p>To be treated fairly and respectfully as a worthwhile member of the school community.</p> <p>To deliver the curriculum in a safe, clean and positive environment free from threats and harm.</p> <p>Deliver a broad, balanced and suitably differentiated curriculum, and to have any special needs identified and met.</p> <p>To have opportunities for professional development.</p> <p>To be consulted and informed on matters associated with the school.</p> <p>Support and advice from senior colleagues and external bodies.</p>	<p>Behave in a professional manner at all times.</p> <p>To show respect to pupils, staff, parents and the school community.</p> <p>To promote children's confidence and self-worth.</p> <p>To create a safe, clean, healthy, stimulating, productive learning environment.</p> <p>Ensure that lessons are well prepared and delivered and that activities are appropriately set and constructively marked.</p> <p>To identify and act upon opportunities for professional development.</p> <p>To implement school policy and practices.</p>



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<b><u>Parent Rights</u></b>	<b><u>Parent Responsibilities</u></b>
<p><b>Parents have the right to:</b></p> <p>Know that their child will have the opportunity to learn in safe, well-managed and stimulating environment best suited to his/her needs.</p> <p>Be well informed about school rules and procedures</p> <p>To receive/have access to school policies and procedures. To have their concerns listened to and dealt with fairly.</p> <p>To be treated fairly and respectfully by school staff</p> <p>To be informed of the child's academic progress and any concerns or difficulties.</p>	<p><b>Parents have a responsibility to:</b></p> <p>Ensure that their child attends school regularly and arrives in good time, with homework done, and suitably equipped for the lessons in the day ahead.</p> <p>Provide the school with all the necessary background information about their child, medical or otherwise e.g. note to explain absences</p> <p>To co-operate with school policies/procedures and encourage their child to abide by them.</p> <p>To co-operate and work in partnership through our Positive Behaviour Policy</p> <p>To attend planned meetings with teachers</p>

### **Legislative Context**

In accordance with Schedule 2 paragraph 5 of the 1996 Order, parents have a right to express a preference for the school they wish their child to attend.

The SENDO provisions prohibit schools from discriminating against disabled children in their admission arrangements, in the education and associated services provided by the school for its pupils and in relation to exclusions from the school.

Parents have the right to a mainstream school place for children with a Statement, unless it is against the wishes of the parents or it is incompatible with the efficient education of others.

The education authority and mainstream schools can only decide against mainstream education, contrary to parents' wishes, on the grounds that it would be incompatible with the efficient education of other children. The EA or school will only be able to rely on this ground if there are no reasonable steps that can be taken to prevent the incompatibility. Clear evidence must be provided to justify why no reasonable steps can be taken. It is envisaged that it will only be possible to demonstrate this in a small number of cases.

The Education Authority does give due regard to the views expressed by the school they are considering naming, though the final decision as to whether to name the school remains the Education Authority's.



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## Rewards

Pastoral awards are based upon the theme for each month:

Ongoing School Development Plan Themes: <u>Pupil WellBeing, Gratitude, Resilience &amp; Kindness</u>		
<u>September</u>	<u>RESPONSIBILITY</u>	New School Year / Setting Targets & Standards
<u>October</u>	<u>RESPECT</u>	EU Code Week / Maths Week Ireland
<u>November</u>	<u>FRIENDSHIP</u>	Anti-Bullying / Road Safety / Shoebox Appeals
<u>December</u>	<u>CARING</u>	St Vincent DePaul Hampers / Hour of Code
<u>January</u>	<u>DILIGENCE</u>	New Year Resolutions / Growth Mindset
<u>February</u>	<u>HONESTY</u>	Leading towards Lent / Confession
<u>March</u>	<u>FORGIVENESS</u>	LENT / Trocaire Fundraising
<u>April</u>	<u>PATIENCE</u>	Power of Yet / Sharing / Waiting
<u>May</u>	<u>COURTESY</u>	Promotion of Manners / Month of Mary / 1 <sup>st</sup> Communion
<u>June</u>	<u>THANKSGIVING</u>	Attitude of Gratitude & Reflection

At St Comgall's Primary School rewards are viewed as an integrated element in the promotion of positive behaviour.

All pupils have a need for affirmation and staff recognises the importance of a consistently applied system of rewards.

### **Our Reward system aims to:**

- Contribute to the ethos of the school.
- Positively recognise and reinforce good behaviour.
- Promote self-esteem of the pupils
- Encourage pupils to develop a sense of responsibility for their actions.
- Be appropriate to the needs of individual pupils.
- Provide opportunities to develop a partnership approach with parents.

Staff will endeavour to recognise good behaviour informally through every day social interaction such as smiling, nodding, and the thumbs up sign.

Provide opportunities for all staff, teaching and non-teaching staff to reinforce positive behaviour.



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All staff place importance on the benefits of non-verbal and verbal rewards in encouraging and endorsing good behaviour.

### Positive Behaviour Awards

Reward systems in place within school on an individual, group (e.g. table) and whole class level

Whole school monthly themed assembly on values, the work on this theme is undertaken at class level and the subsequent certificates awarded at the end of the month for pupils who best embody these values

Rewards for both academic and non-academic achievement / Principal (Mrs Hunter) Awards/Visits

Each class teacher will have developed his/her own systems for rewarding appropriate behaviours. Examples of these include: Extra break time/lunchtime play, praise, stickers, stamps and awarding of points.

### Sanctions (reference Appendix 1)

Whilst staff shall always endeavour to employ a positive approach to promote good behaviour, there may be occasions when corrective action may be required.

When using sanctions staff should do so in a fair, consistent manner as soon as possible after the offence.

Sanctions should always be administered in calm and measured manner.

Sanctions should take account of the age and degree of maturity of the pupil, and any other relevant circumstances.

The sanctions chosen should encourage the pupil to display a more positive attitude in the future.

### Monitoring and evaluation

All teachers in particular Miss Higgins will be responsible for maintaining records of discipline issues.

*Regular Review will take place as necessary.*

Pupil Pastoral Files are available within each class and teachers should update these regularly with all matters relating to the child.



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Below the table shows a rough guideline to a range of inappropriate behaviour.  
It is not definitive nor inflexible.

At all times, advice **MUST** be sought from the Designated Teacher or Senior Staff.

Level 1	Level 2	Level 3
<p>Not staying in seat / following instruction</p> <p>Low level Teasing</p> <p>Interrupting the teacher</p> <p>Interrupting a child</p> <p>Name calling</p> <p>Cheekiness</p>	<p>Arguing back</p> <p>Throwing things</p> <p>Defiance</p> <p>Offensive gestures or language</p> <p>Spitting</p> <p>Destroying others work.</p>	<p>Hitting back</p> <p>Kicking</p> <p>Fighting</p> <p>Lying</p> <p>Stealing</p> <p>Physical abuse of pupils/staff</p> <p>Verbal abuse of pupils/staff</p> <p>Vandalism</p> <p>Abuse of school property</p> <p>Extortion</p> <p>Bullying and running out of school.</p>

These levels of behaviour will lead to age/stage consequences in consultation with Senior Staff.

See Appendix 1: **Class Code / Reward / Consequence**



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## **Breaches of Discipline Outside School**

Inappropriate behaviour while representing the school on educational visits, after school activities and whilst wearing their uniform to and from school or, in some cases, online behaviour, will warrant specific sanctions.

### **These may include:**

- Informing parents immediately
- Daily report to VP/ Principal
- Behaviour Contract
- Exclusion from future trips / residential visits / after-school clubs / school teams
- Other sanctions in agreement between school and parents
- Reference to Suspension/Expulsion Policy in line with CCMS & EA Guidelines

In addition – misuse of Social Media or abusive online behaviour amongst pupils may also have consequence for children at school. This will be discussed and reviewed with Senior Staff and, if apt, parents in respect of the specific issue.

**See Appendix 3** Code of Conduct for School trips

## **Frequently Unacceptable Behaviour**

We encourage children to reflect on their own behaviour – cause & consequence.

To that end, if a child's behaviour is frequently unacceptable a Personal Behaviour Think Sheet (P4-7) will be completed and maintained in Pupil Pastoral Files. As this is not age and stage appropriate in P1-3, pupils will be encouraged to reflect upon their behaviour in time out with their class teacher.

In consultation with Senior Staff, it may be decided that parents/carers will be informed to facilitate discussion around the child's behaviour, rationale for concern, the nature of behaviour that is being displayed and/or the frequency of incidents concerning displays of unacceptable behaviour on the part of the child.

At this stage the teacher may decide to monitor the behaviour more formally through a class tracking sheet in consultation with Senior Staff.

Miss Higgins (DT) and Mr Ennis (DDT) will review the case and look for reasons for a child to persistently display unacceptable behaviour. Where a child's home background is deemed to be a major factor for the child's behaviour, other agencies will be informed and advice taken: eg. NSPCC Family support Service; Primary Behavioural Support Services (PBSS); Educational Psychologist etc

For repeated disruptive behaviour, escalation in or serious lack of improvement in behaviour, which are considered serious and/or dangerous, the child may be placed on Suspension or Expulsion from school in line with CCMS Procedures.



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This is not the desired preference of the school and is only required in extreme situations.

## Suspension

The suspension of a pupil from school is a severe sanction which can only be proposed where the pupil's behaviour is presenting serious difficulties to the school and where suspension is considered to be in the best interests of the school/pupils.

There is a limitation of a maximum of 45 days' suspension in any school year for a pupil.

*(CCMS Scheme for the Suspension and Expulsion of Pupils May 2002)*

## Hierarchy of Sanctions

Above are a sample of sanctions which may be used in response to incidents of inappropriate behaviour.

Parents and/or Board of Governors/CCMS may be consulted at any stage throughout sanction procedure.

## Links with other Policies

St Comgall's Positive Behaviour Policy/Discipline is an integral part of the School Development Plan. St Comgall's Positive Behaviour Policy/Discipline is an integral part of the overall Pastoral Care Policy.

St Comgall's Positive Behaviour Policy/Discipline is in agreement and integrated with other policies.

- Special Education Needs & Inclusion Policy
- Religion, PDMU & RSE Policy
- Safeguarding Policy
- Pupil Wellbeing Policy
- Anti-Bullying Policy
- Health and Safety Policy
- Teaching and Learning Policy
- Homework Policy
- UICT AUP
- Marking and Assessment Policy

## Examples of Resources

Pastoral Care in Schools: Promoting Positive Behaviour  
Keeping Safe Programme, Grow in Love  
Roots of Empathy  
Rights Respecting School  
Google Legends (E-Safety)  
Living, Learning, Together (PDMU)  
Helping Hands



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## **Policy Review:**

This policy has been developed within the context of the most current legislation, policy guidelines for the whole school community.

It is subject to regular bi-annual review and forms part of the suite of pastoral policies which support the catholic ethos and aims of St Comgall's PS.

It is further supported by our Preventative Curriculum and in particular links to the Anti-Bullying and Safeguarding Policies.

**Parents can contact the school staff by telephoning the School Office on  
02891 463194, between 8.30am and 3.30pm**

**Please be aware that staff are in class and will get back to you as soon as possible.**

**Designated & Deputy Designated Teachers dealing with Behaviour & Pastoral Care:  
Miss Anne Higgins (VP) & Mr Sean Ennis (Senior Teacher)**

**For day-to-day enquiries please telephone or email the secretary,  
Mrs Jones  
[ajones169@c2kni.net](mailto:ajones169@c2kni.net)**

**If your enquiry is of a confidential nature, please telephone  
Miss Higgins or Mrs Hunter (Principal)**



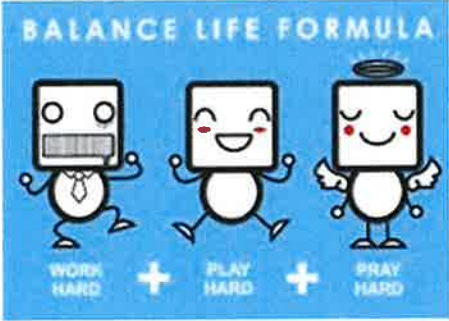


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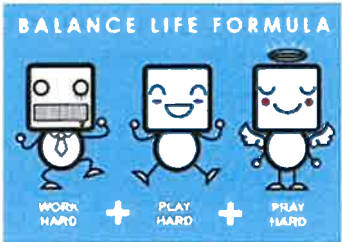
## Appendix 1

### Assertive Discipline in Primary 1-3

<p><b><u>Our Classroom Code</u></b></p> <p>We will:</p> <ul style="list-style-type: none"><li>• Use kind words, kind hands and kind feet</li><li>• We will always try our best</li></ul> 	<p><b>Whole Class Rewards</b></p> <p>On a 1-5 scale, Positive Pebbles lead to the class gaining:</p> <ul style="list-style-type: none"><li>• Stickers</li><li>• Extra Play</li><li>• Song or a dance</li></ul> <p>If the frog gets to Level 5, a larger class celebration is held. This could be:</p> <ul style="list-style-type: none"><li>• Short Film/Cartoon</li><li>• Popcorn Party</li><li>• Class Disco</li><li>• Hot chocolate</li></ul>
<p><b>Consequences</b></p> <ul style="list-style-type: none"><li>• <b>Look</b> (from teacher)</li><li>• <b>Warning</b></li><li>• <b>Reminder</b></li><li>• <b>Time Out</b> which includes; rainbow breathing for 2 minutes or a five minute time out consequence</li><li>• <b>Severe Clause 1</b> – in consultation with Senior Staff, an informal conversation may take place with parent/carer</li><li>• <b>Severe Clause 2</b> – In consultation with Senior Staff, parents may be invited to chat with Senior Staff</li><li>• <b>Severe Clause 3</b> – In partnership between Senior Staff and parents, a Behaviour Contract may be initiated with SMART targets relevant to the child.</li></ul>	  <p><b>In St Comgall's we;</b> <b>Work Hard, Pray Hard &amp; Play Hard</b></p>

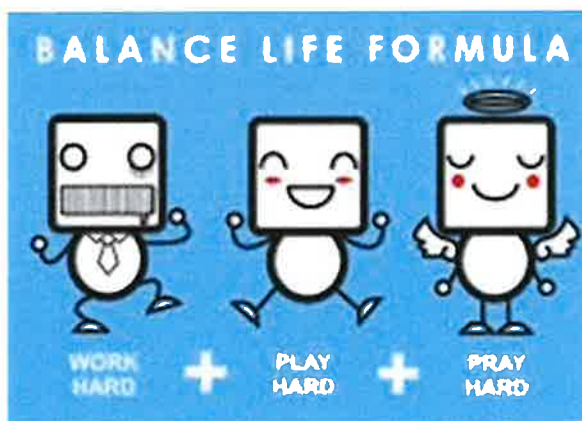
## Appendix 2

### Assertive Discipline in P4-7

<p><b><u>Our Classroom Code</u></b></p> <ul style="list-style-type: none"> <li>➤ Promptly follow instructions given by ALL staff members.</li> <li>➤ Listen carefully to the person who is meant to be speaking.</li> <li>➤ Stay on task and do not unnecessarily disturb others.</li> <li>➤ Keep hands, feet, objects and unkind words to yourself.</li> <li>➤ Show good manners and respect others' belongings.</li> </ul> <p><b>In St Comgall's we; Work Hard, Pray Hard &amp; Play Hard</b></p> 	<p><b>Awarding of Points</b> is an agreed whole class reward system. Children can obtain points <b>for their class</b> by:</p> <ul style="list-style-type: none"> <li>➤ Lining up well (break/lunch)</li> <li>➤ Organising books/pencils/water bottle before class begins</li> <li>➤ Walking on the corridors</li> <li>➤ Showing initiative in class/outside classroom</li> <li>➤ Displaying good manners and dispositions in line with School Monthly Theme e.g. Responsibility, Respect, Friendship etc</li> <li>➤ Following instructions promptly</li> <li>➤ Wearing full school uniform with pride</li> <li>➤ Bringing in homework on allocated day</li> <li>➤ Being prepared for Tin Whistle &amp; other lessons</li> <li>➤ Helping others</li> </ul>
<p><b><u>Whole Class Rewards</u></b></p> <p>P4-7 Classes operate a '<b>Reach the Peak</b>' reward system. On reaching their target of points children will make an agreed selection from the rewards below.</p> <p>Golden Time which includes children's favourite activities e.g. extra PE, Art or ICT.</p> <p>Extra Play Time</p> <p>Movie Day / Class Party</p>	<p><b><u>Consequences:</u></b>     <b>See Sanctions 1-10</b></p> <p><b>Severity Clause: Straight to stages <u>7 or 8</u></b></p> <ul style="list-style-type: none"> <li>➤ Wilfully hurt another person</li> <li>➤ Wilfully destroy property</li> <li>➤ Refusing to do what you are asked to do</li> <li>➤ Engage in behaviour that stops the class from learning</li> </ul>

## Sanctions

1. Reminder (Verbal or Look)
2. Warning
3. Consequence (1): Two minutes off Playtime
4. Consequence (2): Five minutes off Playtime
5. Completion of Personal Behaviour Think Sheet
6. Consequence (3): Removed from Classroom/Playground/Activity
7. **Chat with Miss Higgins / Parents may be informed upon advice from Senior Staff**
8. **Miss Higgins and/or Mrs Hunter chat with child**
9. Parents invited in to meet with Senior Staff
10. In partnership between Senior Staff & Parents, a Behaviour Contract may be implemented with SMART targets relevant to the child.



In St Comgall's we;

**Work Hard, Pray Hard & Play Hard**



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Code of Conduct for School Trips



**Children's Responsibilities**

**I will:**

- Obey the trip rules and behave appropriately whilst on this trip
- Listen well and show courtesy when another person is speaking
- Take responsibility for my own behaviour and actions
- Tell one of the leaders on the trip of my concern/worries and ask for help when needed.
- Take care of and be responsible for my own belongings, equipment and resources
- Treat other adults/children/ property with respect
- Demonstrate self-discipline and honesty.

**School Responsibilities**

**The School will:**

- Help to ensure that all pupils on this trip are treated with respect.
- Strive to create and maintain a happy, safe and secure environment.
- Ensure there is regular contact between the Group Leader and the school Principal.
- Strive to develop children's self-confidence and self-worth by acknowledging pupils' positive behaviour and achievement.
- Encourage children to take care of themselves and their surroundings – encouraging teamwork.

**Parent Responsibilities**

**The Parent will:**

- Provide the teachers with all necessary background information about their child, medical or otherwise.
- Accept the established code of conduct for the educational visit.
- Agree to arrangements to my son/daughter returning home due to unforeseen circumstances or to a break in the code of conduct.
- Accept my son/daughter receiving medical treatment, including anaesthetic, as considered necessary by the medical authorities present.

Teacher \_\_\_\_\_

Date \_\_\_\_\_

Pupil \_\_\_\_\_

Date \_\_\_\_\_

Parent \_\_\_\_\_

Date \_\_\_\_\_



## Date \_\_\_\_\_

[illegible]

BEHAVIOUR TRACKING SHEET CLASS \_\_\_\_\_ WEEK OF \_\_\_\_\_

[illegible]