

Stranmillis Primary School



Pastoral Care and Behaviour Policy

Version: September 2025

Ratified by Stranmillis PS Board of Governors: November 2025

At Stranmillis PS we recognise that every child and adult bring unique experiences, expectations, and needs to our school community. Our pastoral care and behaviour policy reflects our commitment to creating a safe, inclusive, and nurturing environment where all individuals feel valued, respected, and supported.

Ethos and Values

We promote a school ethos based on:

- Our school vision, 'Nurturing and inspiring kind, creative and inquisitive children.'
- Our 10 school values: good manners, cooperation, respect, forgiveness, honesty, perseverance, kindness, thankfulness, friendship, and patience
- Responsibility and accountability
- Empathy and kindness
- Inclusion and diversity
- Positive relationships and wellbeing

These values underpin all aspects of school life and guide our approach to behaviour and pastoral care.

Roles and Responsibilities

- **Principal:** Holds overall responsibility for the wellbeing of pupils and staff.
- **All Staff:** Share responsibility for pastoral care and promoting positive behaviour.
- **Pupils:** Are expected to behave in ways that are respectful, supportive, and safe.
- **Parents/Carers:** Are partners in supporting their child's development and wellbeing.

Promoting Emotional Wellbeing and Self-Esteem

We aim to help children develop:

- A strong sense of self-worth
- A positive self-image
- Confidence in expressing thoughts and feelings
- Skills to manage emotions and build resilience

Children with high self-esteem are more likely to:

- Act independently and responsibly
- Approach challenges with enthusiasm
- Seek help when needed
- Maintain healthy relationships

We recognise signs of low self-esteem and provide targeted support through pastoral interventions and external agency referrals where appropriate.

Creating a Supportive Learning Environment

Staff will:

- Celebrate individual differences and achievements.
- Provide opportunities for choice, autonomy, and collaboration.
- Reinforce positive behaviour consistently.
- Listen actively to pupils' concerns.
- Help pupils understand the purpose of rules and consequences.
- Involve pupils in setting classroom expectations.
- Promote teamwork, cooperation and peer support

Promoting Positive Self-Image and Emotional Wellbeing

Teachers play a vital role in shaping children's self-worth. Within our classrooms and school community, we aim to:

- Celebrate diversity and help children appreciate their unique traits.
- Affirm positive qualities in themselves and others.
- Encourage open discussion of thoughts and feelings.
- Recognise and celebrate individual achievements.
- Support autonomy by allowing children to complete tasks in their own way.
- Involve pupils in planning classroom activities.
- Promote peer appreciation and collaboration.
- Provide consistent discipline and direction.
- Foster teamwork and cooperation.
- Enable informed decision-making.
- Listen actively to pupil concerns.
- Reinforce trust and responsibility.
- Focus on strengths and growth.
- Ensure understanding of school rules and their rationale.
- Promote shared responsibility in rule-setting.
- Guide pupils in setting and evaluating realistic goals.
- Create opportunities for success and belonging.
- Encourage learning from mistakes.
- Implement a fair and motivating reward system.
- Promote mutual support among pupils.

Identifying and Responding to Pupil Needs

We recognise that some children may require additional care and attention. Signs may include changes in behaviour, attendance, attitude, or emotional state. Staff are trained to:

- Recognise early indicators of distress.
- Respond promptly and sensitively.
- Refer concerns through appropriate channels.

Support pathways include:

- Initial discussion with a colleague, SENCo or Key Stage Coordinator.
- Escalation to the Vice Principal and then Principal if further support is needed.
- External referrals (e.g., EWO, school nurse, social services, EA Behaviour Support) coordinated by the Principal.

Curriculum

Pastoral care is embedded across the curriculum, particularly through:

- Personal Development and Mutual Understanding (PDMU)
- Circle Time and wellbeing activities
- Assemblies and themed pastoral weeks

Behaviour Management Approach

Our behaviour policy is based on restorative practices and positive reinforcement.

We aim to:

- Prevent behavioural issues through proactive strategies including role modelling and implementation of our school values.
- Address incidents with empathy and fairness.
- Support pupils in understanding the impact of their actions.
- Use logical consequences and restorative conversations.
- Monitor behaviour trends and adapt support accordingly.

Safeguarding and Health & Safety

Pastoral care is closely linked to safeguarding. Procedures for supervision, illness, and injury are outlined in our Health & Safety and Child Protection Policies. All staff are trained in safeguarding protocols and know how to respond to concerns.

Staff as Role Models

Staff are expected to model respectful, empathetic, and professional behaviour always. Our interactions with pupils, colleagues, and parents reflect the values we wish to instil in our children.

Partnership with Parents

We value parents as partners in the educational process. Their insights and involvement are essential to pupil wellbeing and progress.

Communication includes:

- Curriculum meetings for P1 (September)
- Annual reports (June)
- SEN consultations (October & February)
- Informal meetings
- SEN provision notifications
- Individual Education Plans/Booster Plans
- Underachievement action plans

- Weekly/fortnightly home-school liaison for set periods, where deemed appropriate and helpful.

Meetings are typically one-to-one and conducted in a respectful, professional manner. Staff may request support from colleagues or the Principal during sensitive discussions.

- **SEND and SBEW Guidance**
- **Trauma-Informed and Nurture Principles**

Our school is committed to embedding these principles through staff training, whole-school planning, and pupil-centred support strategies.

Promoting Positive Behaviour

Our children come from secure and caring homes and bring to school positive attitudes towards learning and authority. Our school aims to build on these positive attitudes in developing good working relationships with other children and with staff. Children will have a clear understanding of the rules and routines of the school and the reasons for them. Our school expectations are:

Area	Expectations
<p style="text-align: center;">Class work</p>	<ul style="list-style-type: none"> • Active listening when teachers are talking. • Independent work should be completed with very little noise. • Group & informal work should be completed with an acceptable level of noise provided the children are on task. • Complete each task set by the teacher. • Always give your best effort. • Work quickly and carefully for agreed timescale. • Present work neatly. • Know what to do when the main task has been completed, and move seamlessly to these extension activities.
<p style="text-align: center;">Lining Up & Movement throughout school</p>	<ul style="list-style-type: none"> • Walk in a single quiet line along the corridors • Stay Left • Come in to assembly and sit in row without talking. • Afternoon classes - line up quietly outside the classroom until the teacher brings you in • Only enter school or a classroom when a teacher or a classroom assistant is present.
<p style="text-align: center;">Playground Behaviour</p>	<ul style="list-style-type: none"> • Children not going to breakfast club should not arrive before 8.40 • Line up quietly and in single file.

Manners	<ul style="list-style-type: none"> • Stand aside at doors for all adults. • Use please and thank you. • Use people's names when talking to them / about them.
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Classroom Strategies

a) *"Handy Hints"*

Based on the hand, this forms the basis of a class contract. Each finger represents one of the following key words: look, listen, think, share, do your best. At the start of each year, classes will come up with a class contract around the five key words, so they are age appropriate.

b) *Noise levels (noise-ometer)*

This is a whole school system to guide children as to the appropriate level of noise for activities throughout the day. Teachers should involve the children in agreeing appropriate noise levels in advance of each task and in line with the visual.

- Teachers will be consistent in their approach to children and in how they deal with inappropriate behaviour.
- Children will be encouraged to be caring, thoughtful and considerate to others both younger and older than themselves.
- Children will be valued as unique individuals by all members of staff who will try to structure opportunities for the enhancement of each individual child's self-esteem and self-respect.
- Children will experience a curriculum which is appropriate to their ability and level of attainment.
- Inappropriate behaviour will be dealt with in a firm, reasonable and fair manner. The reasons for the inappropriateness will be explained to and discussed with the child.
- All members of staff will be aware that every child in school is in their care and that they will take appropriate action when any misbehaviour is seen.

All teachers should aim to:-

- Establish a quiet working atmosphere when required.
- Elicit and control children's responses.
- Use praise wherever possible.
- Develop a sympathetic knowledge of each individual child - background, interests, problems, strengths and weaknesses.
- Develop a willingness to talk to children in informal situations.
- Use their own interests to enthuse children.
- Be consistent at all times.

- Show clearly what is expected.
- Develop a framework of expectations - presentation of work, movement within the teaching area, tidiness, noise levels.
- Establish a routine and pattern of the day to create security for children.
- Involve parents in their children's progress.
- Co-operate with other teachers in the school in developing a corporate sense of security.
- Explain and discuss with children the need for rules and routines.
- Supervise, as appropriate, all pupils' movements about the school.
- Be involved with children outside the classroom situation in extra-curricular activities.
- Contribute to the determination and ongoing review of school expectations and routines.

Stages of action to be taken by staff in the event of inappropriate pupil behaviour: -

- Give a 'friendly reminder' of appropriate behaviour at earliest stage.
- Set agreed goals with the child for future appropriate behaviour.
- Post incident learning – discussion about the inappropriate behaviour, how the child can avoid a repeat of it and what behaviour is expected.
- Withdrawal of privileges relative to the inappropriate behaviour e.g. a favourite activity, lunchtime play etc.
- Involvement of Mrs McLaughlin or Mrs McKay, Mr Arneill and then Mrs Wilson for repeated misbehaviour in this order.
- Involvement of the child's parents with requests for their support to impress on the child the need for appropriate behaviour. Set agreed goals with parents and child.
- Withdrawal from class to work under supervision by Mrs Wilson.
- Involvement of educational psychologist where the problem still persists in order to ascertain any underlying causes and together with the parents and child to develop strategies to eliminate the problem.
- Suspension of the pupil for up to 5 days.
- ✓ EA to be informed.
- ✓ Chair of governors informed.
- ✓ Child to return to school under parental guarantee of future behaviour.
- ✓ If serious offence repeated, matter raised with Board of Governors
- ✓ Further days of suspension may then be implemented.
- Permanent exclusion

N.B. All exclusions from school will be carried out in line with published EA policy.

In our school our children behave extremely well and their behaviour is invariably appropriate for the variety of situations in which they find themselves. This is a situation which we will strive to maintain.

Monitoring and Review

This policy will be reviewed every four years.. Behaviour and wellbeing data will be monitored to inform practice and ensure continuous improvement.

we recognise the profound influence teachers have on children's development. We are committed to fostering a safe, nurturing, and inclusive environment where every child feels valued, respected, and supported. Our approach is rooted in the principles of trauma-informed practice, nurture, and positive behaviour support, as outlined by the EA and DENI.

Alignment with EA and DENI Guidance

This policy reflects current EA and DENI frameworks, including:

- **EA CYPS Behaviour Support Plan 2024–2025**
- **DENI Circular 1998/25** – Promoting and sustaining good behaviour
- **Addressing Bullying in Schools Act (NI) 2016**