

BALLYVESTER PRIMARY SCHOOL



POSITIVE BEHAVIOUR POLICY

Date of Review: September 2026

MISSION STATEMENT

Learning for Life

Ballyvester Primary School promotes learning in a caring and sensitive environment in which all members of our school community are valued, motivated and encouraged to achieve their full potential.

1. INTRODUCTION

The focus of this policy is the promotion of good behaviour. It is an integral part of Ballyvester Primary School's Pastoral Care Policy.

There are certain values which we want to encourage in our pupils:-

- self-respect, self-discipline and self-confidence
- respect for others and their property
- respect for the environment
- toleration and appreciation of the opinions of others
- good manners and politeness
- taking a pride in their work

This policy has been ratified by the Board of Governors of Ballyvester Primary School and will be reviewed and updated annually.

2. AIM

To establish a school community where positive behaviour is promoted and each person is valued so that they can achieve their maximum potential.

3. OBJECTIVES

- a) To create an atmosphere conducive to effective teaching and learning
- b) To establish a sense of order
- c) To establish a sense of community
- d) To encourage and develop pupils' self esteem and respect for others
- e) To encourage self-discipline and the understanding that we all have rights, but we also need to take responsibility for our actions
- f) To encourage pupils to be independent
- g) To encourage the development of interpersonal skills in situations which require pupils to co-operate and solve problems
- h) To promote mutual respect between all members in the school community

Roles

The Role of the Class Teacher

The class teacher's pivotal role is to always model expected behaviours to the children.

The class teacher should have high expectations of the children in terms of behaviour and should strive to ensure all children work to the best of their ability.

The class teacher treats each child fairly and enforces the school and classroom code consistently.

If a child misbehaves in class or at lunchtimes, the class teacher will record such incidents in the incident book. Teachers who cover afternoon classes will follow this procedure also by recording any incidents in the class incident book.

The class teacher will also liaise with external agencies as necessary to support and guide the progress of each child. Additional strategies provided by these agencies should be considered and adapted as needed to work alongside existing school policy and practice.

The class teacher reports to parents about the progress of each child in their class, in line with the whole school policy. The class teacher, following agreement from the Principal, will also contact the parent if they have concerns about the behaviour or welfare of a child.

The Role of the Principal

It is the responsibility of the Principal, to implement the school Positive Behaviour Policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Principal to ensure the health, safety and welfare of all children in the school.

The Principal supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Principal keeps records of all reported serious incidents of misbehaviour.

The Principal has the responsibility for giving fixed term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour, the Principal may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

The Role of Non-Teaching Staff

Non-teaching staff will also model expected behaviours. They will reward positive behaviours and enforce consequences for minor offences. Major offences should be reported to teaching staff who will then enforce relevant consequences. In the cases of serious offences, where immediate help should be required, the red triangle will be used to acquire assistance from the nearest suitable adult.

The Role of Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school rules in the school prospectus, and we expect parents to read these and reinforce them.

We expect parents to support their child's learning, and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable consequences to punish a child, parents should support the actions of the school. If parents have any concerns about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Principal. If these discussions cannot resolve the problem, a parent should then contact the Board of Governors.

The Role of Governors

The governing body has the responsibility of setting down these general guidelines on standards of behaviour and reviewing their effectiveness. The governors support the Principal in carrying out these guidelines.

The Principal has the day-to-day authority to implement the school Positive Behaviour Policy, but governors may give advice to the Principal about particular disciplinary issues. The Principal must take this into account when making decisions about matters of behaviour.

4. EXAMPLE OF RIGHTS / RESPONSIBILITIES

Rights	Responsibilities
<p>Pupils</p> <ul style="list-style-type: none"> • To be treated with respect and dignity • To be in a safe environment • To hear and be heard – to express opinion • To learn – in an enjoyable environment • To be developed to full potential 	<p>Pupils</p> <ul style="list-style-type: none"> • To know and obey school rules • To be equipped and ready to learn • To treat staff and peers with respect • To learn and continue to learn • To take responsibility for their behaviour and actions/not prevent learning of others
<p>Staff</p> <ul style="list-style-type: none"> • To be treated with respect • To job satisfaction/to enjoy their work • To be heard • To have a safe, clean, healthy environment in which to work • To support from management/board 	<p>Staff</p> <ul style="list-style-type: none"> • To deliver the N.I. curriculum • To ensure quality of teaching and learning • To identify problems of pupils – be understanding and sympathetic, and endeavour to provide support
<p>Parents</p> <ul style="list-style-type: none"> • To be kept informed by school/work in partnership with school • Receive reports • Access to reports • Receive copies of policies – discipline/curriculum • Invited to parents evenings • Give permission for trips etc 	<p>Parents</p> <ul style="list-style-type: none"> • Ensure good attendance of their children • Co-operate with school rules/attend meetings • Equip their child properly • To monitor the progress of their child • Promote good behaviour and attitudes • To be a partner in their child's education

<p>Governors</p> <ul style="list-style-type: none"> ▪ Be informed on behavioural approaches and policies in place in school; ▪ Contribute to the behaviour policy; ▪ Be informed promptly of behavioural issues in school; ▪ Be well informed about school rules and procedures; ▪ Be involved in key decisions linked to the management of the school 	<p>Governors</p> <ul style="list-style-type: none"> ▪ Be aware of school rules and procedures; ▪ Review school policies and procedures.
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5. SCHOOL RULES

Whole school agreed rules:

- 1. Observe the signal for attention (hand raised).**
 - 2. Follow adults' instructions.**
 - 3. Keep hands, feet, objects and unkind words to yourself.**
- The school rules including Dining Hall, Playground and class rules will be displayed prominently in each classroom and be reinforced regularly by the class teacher and at school assemblies.
 - Each teacher will compile a set of classroom rules in consultation with the children. These will be always displayed in the classroom and be referred to regularly.
 - A reward system will be applied and appropriate sanctions will be administered for breaking the rules.

We aim to be:

- consistent
- firm
- fair

and to follow up and follow through.

In Ballyvester Primary School the day begins at 9.00 a.m.
Children should arrive in school **no earlier** than 8.45 a.m.

Movement

Pupils should:

- not run within the school building
- move safely and in single file within the school building
- play safely in the playground at break and lunch times
- enter and leave school in a sensible manner
- remain seated and quiet on buses
- bicycles should not be ridden in the school grounds

Learning

Pupils will be encouraged to:

- listen to instructions and explanations
- do their best at all times
- bring a note to explain –
 - non-presentation of work
 - non-participation in PE/swimming lessons

Communication

Pupils will be encouraged to:

- speak respectfully to one another and to adults
- show good manners when visiting other classrooms
- solve their problems in a non-tactile manner

Respect

Pupils should:

- be polite, respectful, kind, thoughtful and considerate to everyone
- look after books, equipment and all other aspects of school property
- put litter in the bin

We do not accept:

BULLYING

**BAD OR INAPPROPRIATE
LANGUAGE**

**DESTRUCTION OF
PROPERTY**

STEALING

FIGHTING

NAME CALLING

DANGEROUS PHYSICAL CONTACT

6. REWARDS

In implementing our reward system as a whole school, we aim to positively recognise and reinforce good behaviour and positive attitudes to classwork. In any case criticism should always include advice on how to improve and should be constructive in its approach.

Our objectives are to:

- make these rewards attainable for all children
- make these rewards consistent throughout the school, used by all staff teaching and non-teaching
- promote self-esteem
- communicate 'good news' to parents
- encourage pupils to take responsibility
- move from the need for extrinsic rewards (changing behaviour to gain compliance) towards intrinsic rewards (changing attitude and gaining motivation)

As staff we would endeavour to find opportunities to give:

- a quiet encouraging word or a public word of praise in front of the class e.g.

Well done	Good
I like the way that...	I am pleased that...
Congratulations	Terrific
- non-verbal praise or encouragement e.g.

Thumbs up	Handshake
Good eye contact	Smiling
Smile by teachers/classroom assistants	
- public acknowledgement of good behaviour in assembly
- opportunities for children to praise and appreciate one another
- opportunities to display work in classroom and corridors
- opportunities for children to visit another teacher or the Principal to inform them of something deserving praise
- 'good news' messages to parents e.g. 'Parentgram', A note home ...

Staff will give these rewards in the form of:

- positive comments in children's exercise books
- certificates
- 'Star of the Week' with photograph displayed in Middle Room
- note to parent
- classroom rewards
- stickers / stampers

Reward System at Foundation Stage, Key Stage 1 & 2

To encourage the children to always give of their best teachers will operate their own reward system within their classroom.

Example of reward systems in individual classes

FOUNDATION & KEY STAGE 1

- Verbal praise
- Praise given for best work/ book/ group
- Motivation stars, stickers, happy faces for good work
- Showing good work to the rest of the class to be applauded
- Displaying work on the wall
- Taking work home to show parents
- Showing work to another teacher or Principal
- Allowing a child to be a messenger
- 'Star of the Week' presented weekly
- Attainment stamps on work e.g. excellent, good effort

KEY STAGE 2

- Rewards similar to previous Foundation and Key Stage One
- Public praise in front of class /assembly /another teacher
- Quiet praise, usually one to one. Using words like “That is better/good etc” “You can do this...” “You keep trying...” “I am very proud of...” Notes of praise on books/homework
- Being allowed to do specific jobs/messages
- Stickers as prizes for individual groups or the whole class

Consequences and Procedures

Consequences are an integral part of a school’s behaviour policy. They help to uphold the rules and procedures and provide pupils with the security of clearly defined boundaries. In doing so they encourage appropriate and acceptable behavior.

In implementing procedures for dealing with inappropriate behavior, we believe that consequences should:

- Be fully understood by all pupils, staff and parents;
- Be immediate (if possible);
- Have a hierarchy appropriate to the misbehaviour;
- Aim for the least intrusive methods first;
- Be fair and apply consistently;
- Be appropriate to meet individual needs;
- Keep self-esteem intact and encourage a more positive attitude in future;
- Focus on the misdemeanor rather than the pupil.

Class teachers will use classroom strategies such as traffic lights, time out in another class and the non-award of Golden Time when dealing with low level misbehaviors.

Consequences in Misbehaviour

When misbehaviour occurs, we aim to do the following:

- Immediate checking of misbehaviour, including verbal and non-verbal individual and public indications of disapproval.
- Time given to examining why the behaviour has occurred.
- Restitution, repair of wilful damage and/or payment for it.
- Time Out – must be constructive and if possible discussion of reasons is most beneficial.
- Referral to class teacher, senior teacher or Principal.

Parental Consultation

This should come at an early stage and has a triple advantage of being a sanction, of throwing more light on the problems behind the misbehaviour and of providing joint/consistent action between school and home.

Placing a Child on Behaviour Report (page 19 & 20)

This may be on a daily or weekly basis and requires a comment from all staff teaching the pupil and from parents. It may be shown to a variety of staff, especially more senior staff or Principal. There is a report that can be used if a child is showing consistently unacceptable behaviour. Incidents can be recorded and how they are being dealt with.

Loss of privileges, such as membership of school teams, attendance at after-school activities and attendance on school trips. Consultation with parents is essential before attendance at after-school activities and school trips are removed. Consideration has to be given to the impact on others leading or taking part in those activities, to possible financial losses and to the effect on general attitudes.

Suspension or expulsion under the provisions in the 1986 and 1989 Education Orders and DENI Circular 2015/19 (subject to the Education Authority's scheme for the suspension and expulsion of pupils).

In the case of a pupil found to be using illegal drugs or misusing volatile substances, he/she may be suspended at the discretion of the Principal. Similarly, a child found in possession of these items may be suspended at the discretion of the Principal.

Procedures for Dealing with Serious Situations, e.g. confrontations/fights

The staff present or on duty will deal with these situations. Prevention of situations where physical restraint has to be considered is always preferable. However, if physical restraint cannot be avoided, it should only be in the case of having to intervene:

- Where there is danger of injury to the child or others;
- To avoid serious damage to property.

Formal Disciplinary Proceedings

Should a serious incident(s) occur, the Senior Leadership team will decide if formal disciplinary procedures need to be implemented.

Information will be recorded in SIMS as well as on the discipline register.

Formal disciplinary proceedings comprise:

- Three verbal Warnings that will be administered by a senior teacher or the Principal.
- Three Written Warnings that will be administered by the Principal.

- Suspension in consultation with the Chair of the Board of Governors, using guidance from the Department of Education and providing notification to the Education Authority of reason and duration.
- Expulsion in consultation with the Education Authority following consideration by the Board of Governors.

Special Educational Needs

Our approach and strategies for promoting and sustaining good behaviour and managing behaviour difficulties in relation to the Code of Practice is set out below. Class teachers should record behaviour issues to gather evidence when a child is displaying specific behaviour needs. If this behaviour is ongoing, Stage 1 of the Code of Practice may be appropriate which is entirely school based.

Stage 1

When a child is presenting with significant behaviour needs compared to their peers, the class teacher should consult with the LSC and a PLP should be put in place. PLPs are reviewed bi-annually and shared with parents.

Stage 2

If the behaviour difficulties are consistently challenging and the PLP targets are not successfully achieved, the class teacher should consult with the LSC and initiate a Stage 2 referral. This may include a referral to agencies outside the school that include:

- Educational Psychology
- Outdoor Support Services
- EA's Behaviour Support team
- RISE
- Autism Advisory and Intervention Service

Stage 3

The pupil may receive a Statement of Educational Needs and may require additional adult assistance or specific support. This statement will be reviewed on an annual basis.

Lunchtime Positive Behaviour Procedures

It is important that all our pupils can have fun, play, make friends and keep safe at playtimes. Lunchtime Supervisors are responsible for rewarding good behaviour, monitoring poor behaviour and implementing this part of the policy.

Ballyvester expects everyone to:

- Follow instructions from adults
- Show kindness to others in words, deeds and actions
- Be respectful toward their own and others' property

We promote positive behaviour in our playgrounds

- Positive behaviour is rewarded by lunchtime supervisors by informing the class teacher of good behaviour or kind words actions. The class teacher can then reward the child at assembly on Friday morning or using Star of the Week.
- Expectations for good playground behaviour are made very clear to all staff and children.

We monitor poor behaviour in our playgrounds

- Children are reminded about how to use each playground area and the equipment. Staff on duty warn children verbally if their behaviour is inappropriate.
- If a child receives a second warning about their behaviour, then they are asked to shadow the member of staff for five minutes. If inappropriate behaviour continues the child will be taken to the timeout area for five minutes.
- Any concerns are reported to the class teacher and recorded in the behaviour log by the class teacher. This log details the incidents, responses and any actions taken.
- Persistent concerns or emergent behaviour patterns are monitored by staff at their weekly staff meetings
- Any serious incidents such as aggressive behaviour, physical or verbal, will be dealt with by the senior teacher or Principal.
- Staff will be made aware if any individual child is having trouble in controlling their behaviour or are following an individual behaviour plan.

Lunchtime supervisors, where possible, should deal with incidents during lunchtimes. For any unresolved incidents, the supervisors will keep a note of the names of any children involved and will report these incidents to the class teachers when they collect the class at the end of lunchtime.

Educational Visits

The school requires children to agree to a specific behaviour contract related to educational visits. This code is intended to ensure that all children can enjoy and benefit from such activities and that they can do so safely. Children are reminded that they are ambassadors for their school whenever they are taking part in such activities.

Children whose behaviour gives cause for concern will be reminded that they **may not be permitted to participate** in such activities. Parents will be informed before or after if such a sanction has to be applied.

Pupils whose behaviour is such that the group leader is concerned for their, or others' safety, should be **withdrawn from the activity**. The group leader will consider whether such pupils will **return home early**. **If this decision is made you will be contacted and MUST collect your child from their place of visit as soon as possible.**

Extracurricular Activity Positive Behaviour Procedures

Teachers should enforce the consequences as noted in appendix 2 for minor and major offences. In the case of a major offence, these should be recorded in the teacher's incident book and the child should be excluded from the club in the following session.

A note will then be sent home to parents to explain the reasons for this.

If a child returns to the club and commits another major offence, they will then be excluded from the club permanently and a note will be sent home to parents to explain the reasons for this.

BULLYING

It is the view of Ballyvester Primary School that bullying in any form is totally unacceptable. Through formal and informal education, the school will seek to eradicate such behaviour. However, it may be that disciplinary action may need to be taken against a child found bullying.

For details of the school's policy against bullying, please see the school's Anti Bullying Policy.

TIME OUT

Withdrawal of playground privilege at break, whereby the child attends 'Time Out' to complete reasons for and consequences of actions. This may be written or oral activities. The child must be given sufficient time for eating his/her break and for toileting.

DAMAGE TO PROPERTY

The cost of damage to school property, whether it be to the fabric of the building, such as a broken window, or to items such as books, which are lost, defaced or damaged, may be required to be met by parents who will be informed by the teacher, either verbally or in writing, of the incident with a request for payment.

REFLECTION TIME

Reflection Time will be completed by pupils following moderately serious behaviours. Several periods of reflection will be given for very serious behaviours.

Classwork that is not completed should be sent home to be completed that evening. If the classwork is not completed at home it will be completed during reflection time the following day.

Homework that is not completed should be sent home with the pupil to complete that evening in addition to that night's homework. If the first homework is not completed it will be completed during reflection time.

Before a period of reflection time is completed, a Reflection Time Notification sheet (Page 17) should be sent home to notify parents that reflection time will be completed the following day(s) detailing the reasons.

Pupils completing reflection time should report to the Principal at break time along with their notice of reflection time sheet.

During reflection time pupils will be given a think sheet (Page 18) to reflect on their actions, what they should have done and how they can rectify the situation.

A record of names will be kept along with the notice of reflection time sheet and the reflection time activity. A pupil who has to undertake three sessions of reflection time will be given a further period of reflection over lunchtime with prior notice being provided to parents.



Education Authority – South Eastern Region
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PRINCIPAL: MRS K HUNTER BEd (Hons) MTeach PQH (NI)

Reflection Time Notification

Dear Parent/Guardian,

Your son / daughter has been given some Reflection Time for the reason stated below. Reflection Time will take place over Break Time (15 minutes) tomorrow or at the next possible opportunity.

A sheet will be completed during this time which will allow your child to think about the particular behaviour in question and how they could respond more positively in future.

We trust you will speak with him/her about this matter and take appropriate action.

Should you require further information please contact your child's class teacher in the first instance.

Reason for reflection time:

Please sign and return the completed form to your child's class teacher tomorrow.

Child's name: _____ **Teacher:** _____

No. of days Reflection Time: _____

Signed:

Teacher: _____

Date: _____

Parent: _____

Date: _____



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Think Sheet

1. Why have you been given Reflection Time?

2. What happened that was wrong?

3. What should you have done?

4. Write an appropriate apology here.

5. Sign your name here and write the date. Show this form to the teacher in charge of the Reflection Room today.

Name _____ Class _____

Date _____ Teacher on duty _____



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REPORT ON CHILD SHOWING CONSISTENTLY UNACCEPTABLE BEHAVIOUR

This report is used to compile a list of misdemeanours or offences made by a child. This might be used later in consultation with senior staff, parents or others involved.

CHILD'S NAME _____ CLASS _____

DATE REPORT OPENED _____

Date of incident	Nature of the incident (inc. where & when etc.)	How dealt with? (incident by whom)



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BEHAVIOUR REPORT

STRICLY CONFIDENTIAL

PUPIL _____ CLASS _____ DATE PUT ON REPORT _____

REASON FOR BEING PLACED ON REPORT				
DATE PARENTS INFORMED				
DAY	COMMENTS ON BEHAVIOUR	CLASS TEACHER	PRINCIPAL	PARENT'S SIGNATURE & COMMENTS

TAKEN OFF REPORT YES/NO

CLASS TEACHER Please complete the 'Comments on Behaviour' column and send to the office immediately after school.

PARENT Please sign this report and see that it is returned to the class teacher at 8.50 a.m. on the next school day

Sign: _____

8. CONSEQUENCES

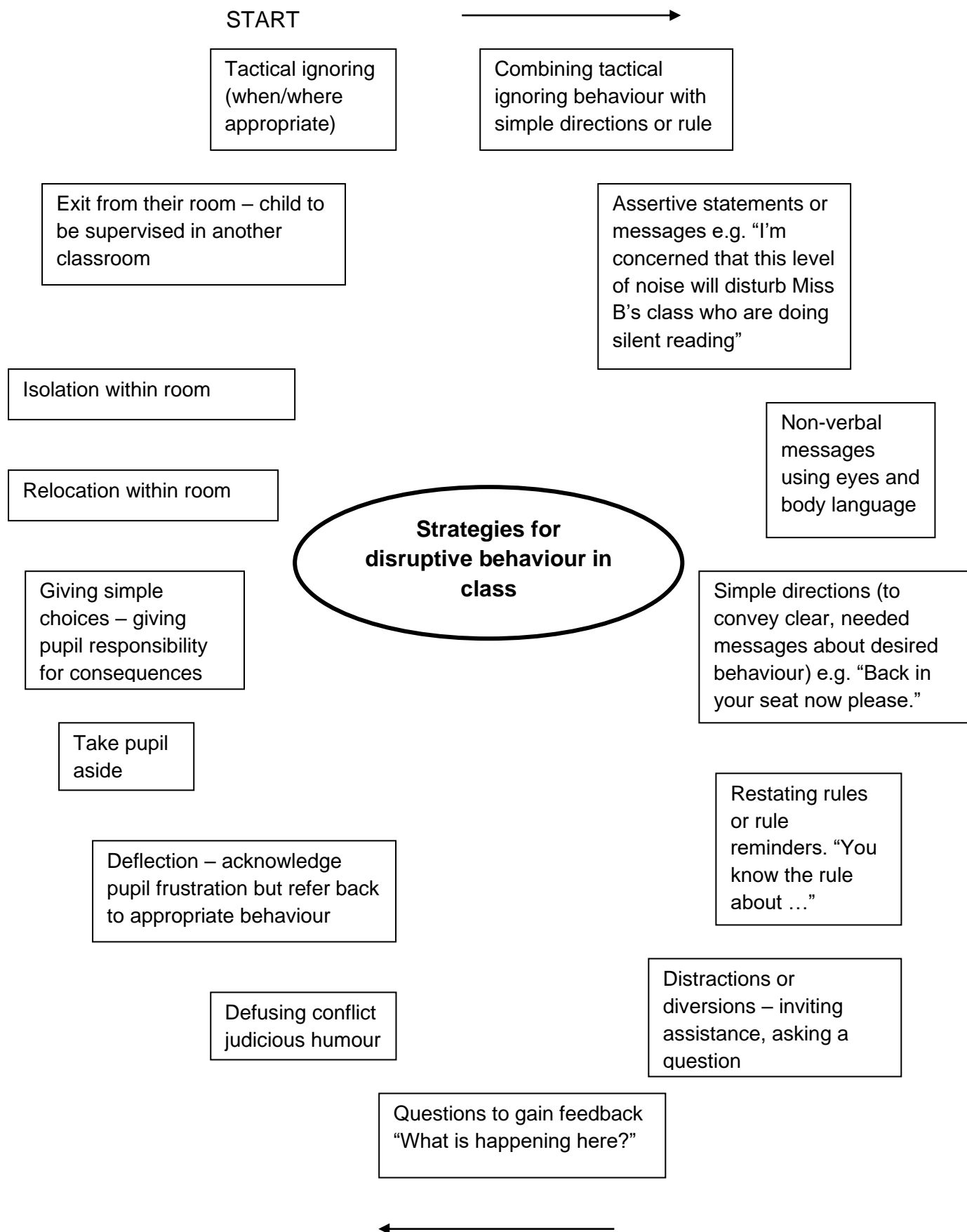
Misbehaviour	Range of consequences
Breaking school rules Talking out of turn Shouting out/interrupting Leaving seat at the wrong time Fidgeting Not listening to instruction Not paying attention Inappropriate use of language Distracting others Making noises Annoying others Telling tales Sulking Teasing Not completing the amount of work expected Cheekiness Hitting/pushing Spitting/Biting/Kicking Destroying own or others' work Refusal to participate Rudeness to peers Insolence/Defiance Throwing things Persistently disobeying school rules Offensive gestures Telling lies Stealing - intent Rudeness/insolence to adults Hurting others physically or mentally Intimidating peers (verbally or physically) Bullying Persistently swearing Leaving school without permission Truancy Aggression towards staff Persistent insolence/defiance Willful damage to school property or the property of others Major disruption of class activity Dangerous refusal to obey instructions Abuse of alcohol/drugs Bringing mobile phones or electronic equipment to school	<ul style="list-style-type: none"> ▪ The look/hand signal ▪ Use of proximity praise ▪ Rule reminder/warning 1,2,3 ▪ Move to amber on traffic light ▪ Move to red on traffic light <p><i>In some situations, children may be moved directly to red due to the seriousness of the behaviour.</i></p> <ul style="list-style-type: none"> ▪ Apologise for their actions ▪ Verbal/written apology ▪ Moving seat ▪ Repetition of work/ completion of unfinished work ▪ Cleaning up mess related to misbehavior ▪ Time out in own classroom ▪ Loss of Golden Time ▪ Time out on the playground ▪ Time out of room with senior teacher / Principal ▪ Break time reflection to complete think sheet (full break time) ▪ Parents/guardians contacted - informal ▪ Consult SENCO for advice ▪ Shadowed by staff in the playground ▪ Loss of privileges (eg buddies, football time, after school clubs.) ▪ Barred from the playground ▪ Referred to the Principal ▪ Parents contacted by class teacher – formal ▪ Exclusion from After School Clubs / Trips ▪ Written warnings x3 ▪ Put on Behavioural report involving Principal, pupil and parent ▪ Possible referral to behaviour support ▪ Involvement of outside agencies if necessary – Educational psychologist ▪ Parental meeting with Principal ▪ Parental meeting with Governors ▪ Suspension – following Written warnings x3) ▪ Expulsion

When considering which consequence to employ, teachers, after discussion with classroom assistants and supervisory staff, will use their discretion, always aiming to make sanctions appropriate to the misbehaviour.

Parents may be consulted at any stage during the consequence procedure.

In the case of major incidents warranting suspension, this will take place at the discretion of the Principal, in consultation with the Board of Governors. Parents will be contacted. This may be for a period of up to 5 days. In serious incidents, expulsion may be considered, but only after consultation with the Board of Governors. This recommendation would be made to the Education Authority. Suspension or expulsion will be made in accordance with the provisions in Education Orders and Education Authority suspension guidelines.

Our emphasis in school is on positive classroom management. In implementing corrective strategies we will be following this model as adapted from Rogers.



LINKS WITH OTHER POLICIES

This policy is seen as an integral part of the School Development Plan and can be linked directly and indirectly with all of the other school policies such as:-

Special Needs and Inclusion
Child Protection
Anti-bullying
Health and Safety
Curricular Policies

MONITORING AND EVALUATION

This policy has been formulated in consultation with staff and pupils. It is the intention of the staff to review and update it regularly.

It is important to remember that staff, pupils and parents all have an active part to play in the implementation and maintenance of this policy.