



Glenwood Primary School
Positive Behaviour Policy
Regulate → Reflect → Restore

'Together we aim to develop confident, compassionate, and resilient learners who are equipped to thrive in an everchanging world'.

Policy update:	Sept 2025		
Policy to be reviewed by:	Sept 2027		
Signed by Principal:		Date:	
Signed by Chair of Governors:		Date:	

Reviewed on Feb 2026 and Aug 2026

Ethos Statement:

Glenwood Primary School is a nurturing & enriching environment where we foster a culture of **kindness, empathy & mutual respect**. Together we build a safe & caring school where everyone belongs and thrives.

School Vision:

At Glenwood Primary School we are dedicated to fostering an empathetic & inclusive atmosphere where every student is valued, inspired, & challenged to achieve their fullest potential.



We help live our ethos and vision through the Glenwood Way

Move Calmly - Speak Nicely - Listen Carefully - Act Kindly - Do Your Best

Glenwood WISDOM qualities

TEAMWORK

RESILIENCE

RESPECT

KINDNESS

CURIOSITY

COMMITMENT

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

Current Legislation

- Health and Safety at Work (NI) Order (1978)
- The Children (NI) Order (1995)
- The Education (NI) Order (1998)- Articles 3&4
- Human rights Act (1998)- came into force in NI in 2000
- Welfare and Protection of Pupil's Education and Libraries (NI) Order 2003
- The Education (2006 Order) (COMMENCEMENT NO.2) Order (NI) 2007
- The Education (School Development Plans) Regulations (NI) 2010
- Special Educational Needs & Disability (NI) Order (2005)
- DE Circular 2025/08- Publication of the Special Educational Needs (SEN) Policy Statement
- Addressing Bullying in SCHOOLS Act (NI) 2016, came into force on 1 September 2021

DE Guidance

- Pastoral Care in Schools: Promoting Positive Behaviour, DE 2001
- Safeguarding & Child Protection in Schools – Revised Circular 2017/04 (Updated Sept 2024)

ETI

- Empowering Improvement Sept 2024- New Framework updates through 2025–26

Core Principles

- **Positive First** – staff actively teach, notice, and reward desired behaviour.
- **Restorative and Reflective** – every incident is a learning opportunity to repair and rebuild.
- **Shared Ownership** – class teachers lead on behaviour; leadership steps in only when needed.
- **Consistency** – pupils experience the same calm, predictable approach across the school.

Aims of the Policy

- Clarify expectations of behaviour for staff, pupils, and parents.
- Promote learning for all pupils within a calm and respectful environment.
- Encourage pupil independence, self-discipline, and accountability.
- Foster positive relationships are built on fairness, empathy, and restorative practice.
- Develop pupils' interpersonal and problem-solving skills.
- Strengthen community by reinforcing belonging, collaboration, and mutual respect.

Rights and Responsibilities

Glenwood Primary School is a Rights Respecting School. Our behaviour expectations and restorative approach are underpinned by the United Nations Convention on the Rights of the Child (UNCRC).

Key Articles include:

- Article 3 – The best interests of the child must be a top priority in all actions concerning children.
- Article 12 – Every child has the right to express their views and be listened to.
- Article 19 – Children have the right to be protected from all forms of harm.
- Article 28 – Every child has the right to an education.
- Article 29 – Education must develop every child's personality, talents and abilities to the full.

****Rights come with responsibilities** shared by all members of our community:

- **Pupils:** Follow The Glenwood Way, respect others, and take responsibility for their behaviour.
- **Staff:** Model positive behaviour, teach expectations, and apply restorative approaches consistently.
- **Parents:** Support school values, communicate openly, and model respect in all interactions.

Positive Reinforcement

We promote positive behaviour through encouragement, praise, and recognition. Rewards are varied, timely, and meaningful.

- Verbal praise, smiles, and gestures of encouragement
- Class reward charts, sticker charts, and Dojo Dollars
- House points and table points
- Pupil of the Week certificates
- 'Caught being kind / ready to learn / respectful role model' acknowledgements
- Recognition in assemblies
- Golden time or extra play
- Wisdom Quality certificate and lanyard rewarded to 2 pupils every half term from each class (One from the hubs)-this will involve a celebration e.g. hot chocolate cafe.
- Pupils sent to another teacher/SLT to show their good work

Restorative Responses and Support

Responses to behaviour aim to teach, repair and restore relationships rather than punish. They are calm, respectful, fair and proportionate. Staff separate the behaviour from the child, support pupils to reflect on the impact of their actions, and help them make positive choices moving forward

Examples of restorative consequences may include:

- Time out using a timer to regulate and reset
- Missing part of playtime to discuss behaviour and repair harm
- Restorative conversation with the teacher
- Temporary removal from class to regulate and reflect
- Leadership involvement for repeated or significant incidents

Restorative Behaviour Support Framework Regulate → Reflect → Restore

Stage	Who Manages	What Happens	Follow-Up / Recording
1. Reminder & Reset	Class Teacher	Calm reminder using positive phrasing and a reminder of expectations ('The Glenwood way is...')	Not formally recorded unless repeated.
2. Time Out <u>in</u> Class	Class Teacher	Short period of regulation and reflection (2-5 mins) within the classroom to reset and refocus. May involve a change of seat or use of a designated reflection space.	Not formally recorded unless repeated.
3. Regulation	Class Teacher / Buddy Teacher	Regulation (10-15 mins) in a Buddy Classroom or alternative supervised space where appropriate. Strategies may include: - Calm space - Sensory resources - Supervised movement break - Drawing or colouring activities - Other agreed regulation strategies - Opportunity to reflect on how choices align with The Glenwood Way a Progress to Stage 4 when the pupil is calm and ready to engage	Significant dysregulation to be recorded on CPOMS where appropriate. Reflection sheet may be completed to support restorative discussion
4. Restorative Conversation	Class teacher/ classroom assistant	Conducted when the pupil is calm and ready to engage, either later that day or the following day if appropriate. Discussion uses restorative questions to encourage reflection, accountability and repair of relationships.	Significant incidents or ongoing concerns recorded on CPOMS where appropriate.
5. Leadership Involvement	SLT	For significant, persistent or repeated incidents requiring additional support and guidance	Recorded on CPOM's
6. Individual Support Plan	SLT	Individualised support plan, behaviour plan or Check-In/Check-Out system for pupils requiring additional behavioural, emotional or regulatory support.	Reviewed fortnightly with pupil and staff.

Calm Reflection & Buddy Classroom System (appendix 1)

Foundation Stage & Key Stage 1 (P1–P3): Use a Calm Corner or Reflection Spot within their own classroom. This provides a supported space for pupils to pause, reflect, and rejoin learning calmly.

Key Stage 2 (P4–P7): Each class is paired with another as a Buddy Classroom. Pupils spend a short time (10–15 mins) to regulate, reflect and reset.

If Buddy class not available, use a classroom nearby. Glenwood is a team, and staff are always happy to support each other.

Restorative Conversations

- What happened?
- What were you thinking or feeling at the time?
- Who has been affected by what happened?
- How can we make things right?
- What can we do differently next time?

Hierarchy for Calling Support

- Class teachers manage behaviour using Stages 1-4.
- Key Stage leaders may provide support where further intervention is required.
- The Vice Principal, SENCO and Principal will become involved for serious, persistent or escalating concerns

In the event of serious behavioural incidents, or where behaviour presents a risk to the safety or wellbeing of others, the school may implement more formal consequences and interventions. These will be determined by the Principal and Senior Leadership Team and will take account of the individual circumstances, needs and rights of the pupil(s) involved. Wherever possible, restorative approaches will continue to be used alongside any formal consequences.

Class Charter

At the start of each academic year, every class creates a Class Charter linked to the Rights Respecting Schools Award, including:

- Rights and responsibilities
- Learning behaviours
- Routines and expectations
- Class rewards and sanctions

Review and Reflection

This policy and framework will be reviewed after the first half-term of implementation and biennially thereafter. Staff feedback, pupil voice, and behavioural data will inform updates to ensure consistency and effectiveness. The aim is for teachers to feel supported, and for pupils to experience fairness, structure, and care.

“Together we build a safe and caring school where everyone belongs and thrives.”

Appendix 1 – Buddy classroom system P4-7

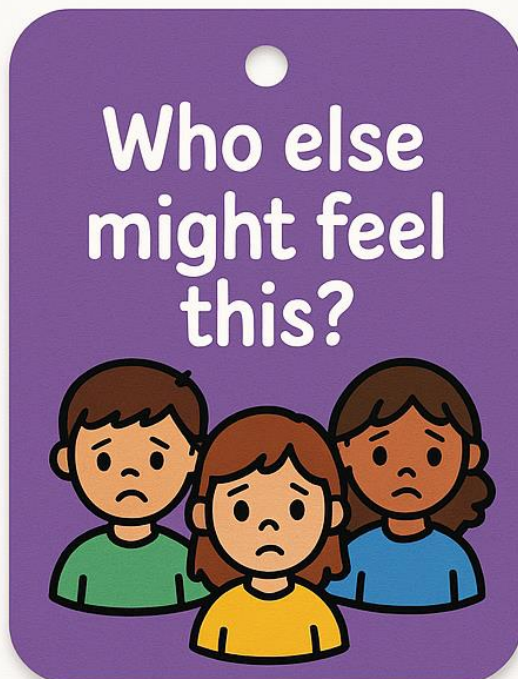
P5 Stanfield	P6 Farquhar
P5 Heaney/Griffiths	P7 Cowan
P5 Redfern	P6 Stewart
P4 Parks	P7 McDaid
P4 Penton	P6 Shortt
P4 McCorriston	P7 Willis

(P4–P7): Each class is paired with another as a Buddy Classroom. Pupils spend a short time (10–15 mins) to regulate, reflect and reset.

If Buddy class is not available, use a classroom nearby. Glenwood is a team, and staff are always happy to support each other.

N.B. A child should not be sent to Buddy classroom if behaviour is severe, unsafe or highly disruptive. In such cases, support should be requested from a senior leader or use made of classroom assistant to assist regulation.

Appendix 2 Restorative Prompts



Appendix 3 – Restorative Think Sheet

	Glenwood Reflection Sheet		

Name: _____ Class: _____ Date: _____

What happened?



Draw a picture of what happened! 🖍️

How did you feel?

😊 Happy ☐

😞 Sad ☐

😡 Angry ☐

😟 Worried ☐

😄 Excited ☐

😐 Other ☐

Who was affected?

🧑 Me ☐

🧑🧑 My friend ☐

🧑👩 My teacher ☐

🏫 The
class ☐

My assistant ☐

What could you do to make things better?

Draw or write your ideas! 💡

What can you do next time?

Think about The Glenwood Way!

(Move calmly, Speak nicely, Listen carefully, Act kindly, Do your best)

Teacher Comment

Pupil Signature: _____ Teacher Signature: _____

Senior leader Signature: _____

Appendix 4 – Reflect on Glenwood Way



Name: _____

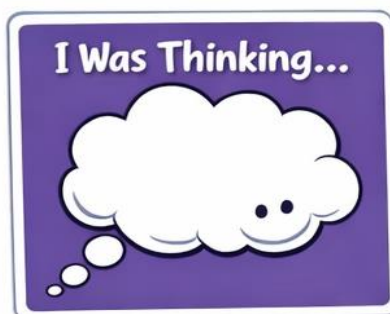
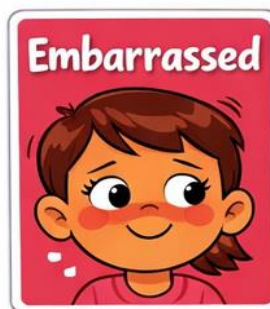
Date: _____

I should always respect school
staff, pupils and myself



How Do I Feel?

Pick a JAG Tag



Happy



Sad



Angry



Scared



Frustrated



Embarrassed



Left Out



Left Out





THE GLENWOOD WAY



MOVE CALMLY



SPEAK NICELY



LISTEN CAREFULLY



ACT KINDLY



DO YOUR BEST



THE GLENWOOD WAY



MOVE CALMLY



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