
Positive Behaviour Policy



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Adopted by Governors on: 25 th September 2025	Signed: CHAIR	Signed: PRINCIPAL
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Grange Park Primary School

Positive Behaviour Policy

INTRODUCTION

Personal and social development is of crucial importance to the development of any learner, and the objective is to encourage independence, responsibility, caring, sharing and respect. Grange Park Primary School will endeavour to instil good citizenship, acknowledging and rewarding children's progress in this important area of personal development.

This document sets in place the principles, practices and procedures that the school has set in place in order to ensure a safe and orderly environment for all the members of our learning community. It should be considered in conjunction with our Anti Bullying, Pastoral Care and Child Protection Policies. Effective teaching and learning is dependent on positive relationships established at school and classroom level between staff and pupil and between pupils themselves. The foundation of this positive policy within school is the foundation for better learning.

Positive behaviour is achieved in two ways:

1. Prevention – Preventative strategies that encourage each pupil to develop a sense of personality and self-discipline.
2. Management – When negative behaviour occurs, we need to be able to respond positively and effectively.

We try to do both by employing positive behaviour strategies through a number of initiatives and school policies and using effective interventions when negative behaviour arises.

Policy Aims

To nurture a whole school ethos, within which each person can feel valued.

To encourage and develop children's acceptance of and respect for those charged with the duty of care.

To encourage and develop mutual trust within the population of the whole school.

To encourage and develop children's respect for one another and for each other's work, developing co-operative skills through working together.

To encourage children to appreciate the views of others.

To encourage self-discipline and control, giving children an opportunity to develop responsibility for their own actions.

To encourage and develop children's respect for, and independent use of the equipment and materials of the school.

To help children realise the importance of resolving differences and conflict through the use of non-violent means and reacting appropriately to a range of personal and social situations.

Positive Behaviour Management Strategies

In our school, we are aware of the value of adopting a praise and reward policy with Good Citizenship being recognised.

The school has introduced three words for the whole school to use as a way of promoting positive behaviour. These are:

Ready
Responsible
Respectful

These words are displayed and are used to encourage positive behaviour within the classroom, corridors, halls and playground. The Staff will endeavour to administer shared and consistent approaches to the ways in which they respond to children's behaviour.

All teachers from P3 to P7 will implement Golden Time as a means to promote positive behaviour.

The school will give children an opportunity for input into formulating policy through our Pupil School Council.

Expected Standards

Our pupils are expected to be ready, responsible and respectful by observing a positive code of conduct which protects the safety and well-being of themselves and others in a variety of situations, e.g.

- arriving at/ departing from school in an orderly fashion - walk bicycles and scooters safely on the school grounds.
- arriving punctually at school.
- walking in the corridors.

- observing proper standards of hygiene in toilet areas.
- working to the best of their ability in class and observing any relevant classroom rules.
- making sure that work (school or homework) is presented in a tidy, legible manner at all times.
- obeying any special instructions on aspects of safety related to the practical subjects such as P.E., science or outdoor pursuits.
- maintaining the social graces, including proper table manners in the dining hall, saying “please” and “thank you”.
- giving a courteous reception to visitors.
- be respectful of school grounds and property.
- keeping the school and grounds free from litter.
- playing fairly at playtime with due consideration for the interests and safety of themselves and others within the permitted play areas.
- avoiding all situations which might be termed bullying in various forms (gesture, language, physical, extortion or exclusion).
- being good ambassadors for the school on outings or visits to other places.
- uniform should be presentable.
- follow all adult instructions first time.

ROLES

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.

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 the Class Teacher

- The class teacher's pivotal role is to model expected behaviours to the children at all times.
- They will display clearly the words, ready, responsible and respectful within their classroom and have an agreed set of classroom rules.
- 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 rules consistently.
- The class teacher reports to parents about only their 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 Non-Teaching Staff

- Non-teaching staff will also model expected behaviours. They will reward positive behaviours and enforce consequences for minor offences as stated in appendix 1 and 2.
- Major offences will be reported to the class teacher who will then enforce relevant consequences. In the cases of serious offences, where immediate help should be required, they will seek out the nearest teacher.

The Role of The Parent

In Grange Park, we recognise the importance of working in partnership with our parents to achieve best outcomes for our pupils. In endeavouring to accomplish this, our parents will:

- Receive regular information on their child's progress and behaviour when necessary
- Know that their child is receiving a broad and balanced curriculum
- Be listened to and have their beliefs respected
- Know that the school is a safe and caring environment for their child
- Receive information in our school's 'Child Protection' summary leaflet of how to report any concern or complaint they may have in relation to their child's safety or well-being.
- Inform school staff of any concerns regarding their children and allow the school to follow appropriate protocol. Parents should not address issues or intervene with other parents' children themselves.

We ask that our Parents recognise the importance of compliance with the school rules and support the school regarding the behaviour expectations of our pupils.

Enrolment in school implies acceptance of the school's Behaviour Policy.

Attendance and absence

It is important that the children attend regularly throughout the term. Parents are advised to avoid term time holidays where possible. It is extremely difficult, if not impossible, for children to make up work that they have missed when they return to school.

It is school policy not to provide work for holidays during term time.

In order to complete attendance records correctly, notes explaining pupil absences must be brought to school promptly.

Uniform

Parents are asked to support the school in ensuring that pupils are sent to school in uniform. Uniform creates a sense of belonging and identity within the school. It also reinforces the school's Positive Behaviour Policy – putting on the uniform reflects a sense of being ready for the school day, with a willingness to follow the school rules. From a child safety aspect, uniform allows us to identify and monitor our children quickly and effectively while on outings and field trips.

Reasonable force / safe handling

Grange Park Primary School follows the Regional Policy Framework on the use of Reasonable Force /Safe Handling. Our school is committed to ensuring that all staff and adults with responsibility for children's safety and welfare will deal professionally with all incidents involving aggressive or reckless behaviour and only use physical intervention as a last resort in line with EA advice. If used at all, it will be in the context of a respectful, supportive relationship with the child. Please see separate policy.

Promotion of Positive Behaviour

The best and most successful approach to creating a positive ethos is to treat children positively, by praising them, offering them encouragement and acknowledging their achievements.

Rewards should:

- Be given as soon as possible
- Be small but tangible
- Never be taken back

We aim to create a healthy balance between rewards and consequences with both being clearly specified. Pupils should learn to expect fair and consistently applied consequences for bad behaviour, which makes the distinction between serious and minor offences apparent. All systems are flexible to take account of individual circumstances. The emphasis of the school Positive Behaviour Policy is on reward and praise. This must be given whenever possible for both work and behaviour. We praise and reward children for good work and behaviour in a variety of ways. See *appendix 1*

Positive Behaviour Incentive scheme – “Golden Time” (P3 to P7)

Aims-

- To recognise and reward good citizenship.
- To encourage children to take responsibility for their own behaviour and accept consequences when rules are broken.
- To acknowledge consistent application to work.

A timed session each week is given to the children; in which they take part in an activity/activities of their choice.

Sanctions and Procedures

Sanctions 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 behaviour.

In implementing procedures for dealing with inappropriate behaviour, we believe that sanctions 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 applied consistently.
- Be appropriate to meet individual needs.
- Keep self-esteem intact and encourage a more positive attitude in future.
- Focus on the misdemeanour rather than the pupil.

Appendix 2 sets out what we consider to be examples of inappropriate behaviour graded from low level to very serious misbehaviour.

Accompanying are a range of sanctions. When considering which sanction to employ, teachers 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 sanction procedure.

Extra-Curricular Activity Positive Behaviour Procedures

Extra-Curricular Activities Led by Staff

Teachers will have their own agreed rules which will follow the same expectations of any Grange Park pupil. If these rules are not followed teachers should enforce the range of sanctions as noted in appendix 2. In the case of a major offence, these should be reported to the class teacher of the pupil and if necessary to the Vice Principal and/or Principal. The Principal or Vice Principal may then choose to exclude the child from that extra-curricular activity. The parent will be contacted to explain the reasons for this.

Extra-Curricular Activities Led by Outside Agencies

As representatives of Grange Park Primary School, we expect our pupils to adhere to behavioural expectations as determined by the club provider. The club provider will contact parents directly if pupils do not follow these expectations.

Grange Park Primary School's Approach to Promoting and Sustaining Good Behaviour and Managing Behaviour Difficulties in Relation to the Code of Practice for Special Educational Needs

Strategies for promoting and sustaining good behaviour and managing behaviour difficulties are part of the 3 stage approach set out in the Code of Practice for Special Educational Needs.

Most children will have their needs met through whole school educational provision and in-class strategies. However, for some children who experience significantly greater difficulty than their peers with some aspect of their learning or behaviour, it may be necessary for them to be placed on the school's SEN Register for a period of time.

Stage 1

Stage 1 of the Code relates to the management and support of special needs using school and classroom resources and strategies. As a result of whole-school discussion, the staff has agreed to discourage and deal with unacceptable behaviour by using of a range of strategies that include

- Promoting positive behaviour.
- Using behaviour management strategies, such as 'Calm Plan' or 'SBEW Plan', as per advice and guidance from EA Primary Behaviour Support & Provision.
- Using effective positive teaching strategies
- Building self-esteem and a positive self-image.
- Setting appropriate work with consideration of the pupils' abilities

- Setting clear success criteria are set for each work activity and all pupils understand them before an activity begins
- Ensuring pupils are active participants in lessons
- Ensuring pupils receive appropriate reinforcement for their efforts and behaviour
- Setting common class rules that are on display and regularly reinforced
- Consistently applying a hierarchy of a range of sanctions
- Putting measures in place to prevent and deal with bullying (please refer to Anti-Bullying Policy)
- Accessing appropriate in-service training

Stage 2

It may be necessary for the school to seek support from external agencies when Stage 1 is not deemed to be appropriately meeting the child's needs. In consultation with the class teacher and parent, the SENCO may make a request for involvement with the Education Authority. If this referral is accepted, it may be possible to access support from some EA services, such as: Educational Psychology Service, Primary Behaviour Support & Provisions, Literacy Service or the Autism Advisory & Intervention Service.

Similarly, schools may be able to liaise with and access support from other agencies and providers, such as various services from the Health & Social Care Trust. The child will remain at Stage 2 of the Code of Practice for the duration of the support or intervention that is put in place. Children undergoing a Statutory Assessment will also be recorded at Stage 2 of the Code of Practice.

Stage 3

For the small number of children who are referred for a Statutory Assessment, a Statement of Special Educational Needs may be given and the child will move to Stage 3 of the Code of Practice. EA will make additional provisions for these children, often access to additional adult assistance. The Statement of SEN is reviewed annually and the child will stay at Stage 3 while this remains in place. The child will continue to have access to the whole school educational provision and Stage 1 and Stage 2 provisions made by the school (as outlined above), as well as any additional measures detailed in the Statement.

Links to Other Policies

This policy is set in the context of our Pastoral care Programme and reflects our Mission Statement. It has clear links to other policies such as:

- Safeguarding and Child Protection;
- Pastoral care
- SEN
- Marking
- Health and Safety
- Anti-Bullying

Monitoring and Evaluating

Monitoring and evaluating are integral parts of school life and are the responsibility of all members of staff. The Principal and Board of Governors will oversee the progress we are making towards fulfilling our aims. The policy will be reviewed every 2 years to assess its suitability in responding and that it is “fit for purpose”.

Appendix I Rewards/Awards

In Grange Park Primary School we seek to reward all pupils. In rewarding pupils we aim to move from gaining compliance to gaining motivation. The rewards used will:

- Positively recognise and reinforce good effort and behaviour.
- Provide opportunities for the involvement of all the school community.
- Seek to motivate children, develop a positive attitude towards good behaviour and promote self-esteem.
- Be consistent, appropriate and available to all pupils.
- Seek to reflect the school ethos that everyone in the school community is valued.

Teachers aim to focus on private, specific and non-conditional praise to acknowledge, approve and affirm positive behaviour, using the most appropriate type of praise for the individual child and situation.

Below are the types of rewards we in Grange Park Primary School use on a regular basis:

<u>Verbal</u>	<u>Non Verbal</u>	<u>Honour</u>	<u>Material</u>	<u>Privilege</u>
Well done....	High 5	Whole class praise	Stickers	Giving responsibility
Good....	Thumbs up	Peer praise	Stars	Trips or outings
I like the way...	Smile	Star of the week	Badges	Playground buddies
Congratulations...		Best Seats in the House	Certificates	Golden Time
I'm really pleased that...		Weekly Whizz Kids	Note to parent	Extra Playtime at Break or Lunch
Great thinking....		Visiting another teacher	Prizes	
Terrific...		Photo displayed	Classroom Treats	
Private praise		Good work displayed - WOW Wall		
Greetings by other Staff		Positive comments in books		
		End of year trophies		
		Principal's ??????		
		Stickers or prizes from the Vice-Principal and/or Principal		

Appendix 2

In an effort to try and ensure a consistent approach to the use of consequences in Grange Park Primary School, and to also ensure that consequences are applied appropriately, the following table sets out a comprehensive list of misbehaviours in three levels of seriousness. These misbehaviours will then be dealt with using the range of consequences. These are not in any particular order.

Low level misbehaviour	Range of Sanctions
<ul style="list-style-type: none"> • Talking out of turn • Shouting out • Leaving seat inappropriately • Not completing homework • Not listening • Not paying attention • Distracting others • Not completing the amount of work expected • Not producing their best work • Inappropriate questions • Telling tales • Sulking • Teasing • 	<ul style="list-style-type: none"> A look Use of proximity praise Positive correction of inappropriate behaviour Reminders about classroom rules Loss of increments of Golden Time/Breaktime/Lunchtime/Playtime Time out in own classroom
<p>Moderately serious misbehaviour (Repeated low level misbehaviour)</p>	
<ul style="list-style-type: none"> • Hitting/pushing • Telling lies through fear • Repeatedly talking out of turn • Repeatedly shouting out • Repeatedly leaving seat inappropriately • Repeatedly not completing homework • Repeatedly not listening • Repeatedly not paying attention • Repeatedly distracting others 	<ul style="list-style-type: none"> Time out in another classroom Time with the Head of Key Stage Loss of Golden Time/ Breaktime/ Lunchtime/Playtime Apology Letter Vice-Principal Parent informed - informal Weekly report monitored by class teacher <ul style="list-style-type: none"> • Working away from own classroom • Principal's office Behaviour contract (daily report) involving Head of KS, Parent and pupil

<ul style="list-style-type: none"> • Repeatedly not completing the amount of work expected • Refusal to participate • Refusal to complete a task • Persistently not producing their best work • Persistently making noises • Throwing things • Rudeness to peers or adults • Insolence/defiance 	
<p>Very serious behaviours (Repeated moderately serious misbehaviour)</p>	
<ul style="list-style-type: none"> • Deliberately telling lies • Stealing • Significant or persistent rudeness to adults • Hurting others – physically or mentally • Repeated insolence/defiance • Bullying • Swearing • Wilful damage to school property or the property of others • Truancy • Aggression towards staff • Persistent/ deliberate lateness • Abuse of alcohol or drugs 	<ul style="list-style-type: none"> • Temporary exclusion from classroom • Principal’s office • Behaviour contract (daily report) involving Vice-Principal/Principal, Parent and pupil • Parent informed – formal • Suspension • Expulsion

The class teacher may consult with their Head of Key Stage, Vice-Principal and the Principal depending on the seriousness of the behaviour.