



Positive Behaviour Policy

School motto

'Today's Learning for Tomorrow's World'

School Mission Statement

At Gilnahirk Primary School, we seek to provide a happy and caring learning environment for each child. We hope that by helping them realise their potential, celebrating their achievements, respecting their differences and encouraging mutual respect, we will foster self-esteem and provide a solid foundation for their futures.

Aims of this Policy

Gilnahirk P S aims to adopt a sympathetic and caring attitude towards pupils and all adults involved in the life of the school.

Objectives

- To provide opportunities for the whole school community (pupils, staff, parents, volunteers, visitors) to set and achieve personal, social and academic goals.
- To gain maximum benefit and enjoyment from their time in this school.
- Seeking to enhance the self-esteem of all.
- To develop a mutual respect throughout the school community.
- Encouraging individuals to become independent and responsible for their own actions.

Our General Focus

The pastoral care dimension permeates every aspect of school life and requires a caring commitment from every member of the school community.

As a caring community we would aim to:

- Make parents feel welcome in the school and encourage them to feel that their role is important and appreciated.
- Enlist the support of parents in a variety of ways - curricular and extra-curricular, supervisory, fund raising and general involvement in many school activities.
- Encourage the staff to develop a policy of mutual help.
- Seek the assistance of outside agencies to extend pupils' experiences
- Continue to link and liaise with other schools and outside agencies for mutual support and assistance.
- Continue our close links with local churches and other organisations.

Positive Behaviour Statement

In Gilnahirk Primary School our positive behaviour policy will reflect the school mission statement by setting out the ways in which ALL members of the school community can promote and sustain good behaviour in a caring and positive atmosphere.

Aims

- To create an environment within which effective teaching and learning can take place.
- To encourage mutual respect between all members of the school community.
- To enhance and safeguard the self-esteem of all.
- To value each person in the school community as an individual

Objectives

- To create an atmosphere in which pupils and staff respond positively.
- To provide opportunities for individuals within the school community to develop an attitude of mutual respect.
- To enhance self esteem by acknowledging success, valuing individuals and encouraging their efforts.

Rights & Responsibilities

We at Gilnahirk Primary School acknowledge that for a caring and supportive atmosphere to be maintained where individuals and groups behave in a positive manner it is important that the rights and responsibilities of everyone are established.

Rights	Responsibilities
Staff • To be respected by all members of the school community. • To work in a positive and supportive environment. • To effective communication within the school community. • To ensure consideration is given to the health and wellbeing of each member of staff	Staff • To create a stimulating, happy learning environment. • To prepare well to achieve effective teaching and learning. • To develop children's self esteem by acknowledging success of all. • To communicate effectively with all.
Pupils • To be respected by all members of the school community. • To learn effectively in an enjoyable and safe environment. • To be listened to and to hear. • To succeed and to have that success acknowledged.	Pupils • To treat everyone in the school community with respect. • To work to their full potential. • To take responsibility for their behaviour and actions. • To listen to what others have to say. • To work with staff to agree class and school rules (in classroom and playground).

Parents - To have their child educated in a stimulating and safe environment. - To be kept informed about school procedures and about their child's progress. - To have their concerns dealt with effectively.	Parents - To work in partnership with the school. - To promote good behaviour at home. - To ensure that their child is well prepared for school each day. - To keep school informed of matters concerning their child and their education.
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Rewards/ Awards

In Gilnahirk 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.

Below are the types of rewards that **may** be used at Gilnahirk PS. This list is not exhaustive and teaching staff may employ other positive behaviour rewards and awards.

Verbal	Non Verbal	Honour	Material	Privilege
Well done...	Handshake.	Whole class praise.	Stickers.	Seeing a DVD.
Good...	Good eye contact.	Peer praise.	Stars.	Giving responsibility.
I like the way...	Smiling.	Visiting another teacher.	Badges.	Trips or outings.
Congratulations...	Thumbs up.	Circle of praise. (In Circle Time)	Certificates.	Library assistant
I'm really pleased that....	Smile by Principal.	Pupil of the Week	Parent postcard	Buddy systems.
Terrific...		Photo displayed.	'Well done' pen or pencil.	To sit on Pupil Council.
Private praise.		Boy/girl of the term.	Assembly/ lunch sticker.	
Greetings by other staff .		Good work displayed.	Friday treats.	
		Positive comments in books	Class Points	

		Cups and trophies awarded to individuals and/or groups Rewards from Principal Awards from Vice-principal. ‘Wednesday Wows’ Gilnahirk ‘Gallery of Greatness’		
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Sanctions

At Gilnahirk Primary there is a clear code of conduct that is regularly communicated to the children. We are aware that there will be times when sanctions may be needed to deal with inappropriate behaviour or a breach of the school code of conduct. These sanctions will:

- Be immediate and discrete.
- Provide school with opportunities to make low-level response to pupil behaviour.
- Have a hierarchy appropriate to behaviour.
- Be fair.
- Be consistent.
- Be appropriate to meet individual needs.
- Keep self- esteem intact.

Below is an outline of sanctions that may be implemented appropriate to the seriousness of the behaviour.

- The look
- Hand sign
- Rule reminder
- Warning 1 2 3 / Traffic Lights
- Use of proximity praise
- Exclusion from reward
- Related sanction e.g. completing work, cleaning up mess in own/play time
- Move place
- Loss of play time (break and/or lunch)
- Temporary isolation in class
- Temporary exclusion from class supervised
- Parent informed
- On report to class teacher (checked by senior teacher/ VP/ Principal)
- Formal letter to parent from Principal/ Vice Principal
- Temporary exclusion from potentially difficult situations (Break time, lunch time, home time)

- Principal holds interview with parent and pupil to establish “Behaviour Contract”
- Seek support and guidance from the E.A. Behaviour Support Team
- Referral to Educational Psychologist
- Suspension
- Expulsion

These sanctions are not necessarily listed by hierarchy. It may be appropriate to move straight to more serious sanctions, including suspension, if an incident is deemed to be serious enough.

It may be appropriate at times to enlist the support of outside agencies or to direct families towards agencies that could provide counselling in areas outside our staff’s expertise e.g. alcohol/drug abuse.

In an effort to try and ensure a consistent approach to the use of sanctions at Gilnahirk Primary School, and that sanctions 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 sanctions listed previously starting with the lowest level response appropriate.

Low level misbehaviour	Range of Sanctions
Talking out of turn Shouting out Leaving seat inappropriately Not having pencil or pen Not doing homework Not listening Not paying attention Distracting others Not doing best work Inappropriate questions Telling tales Sulking Teasing	The look Hand sign Rule reminder Warning 1 2 3 Use of proximity praise Exclusion from rewards Related sanction e.g. completing/repeating work, clearing up mess in own/play time Move place Loss of play time (break and/or lunch) Working away from group/class (within classroom) Temporary exclusion from class (supervised) Parent informed Temporary exclusion from potentially difficult situations (break time, lunch time, home time) On report to class teacher Possible referral to Behaviour Support (SEELB)
Moderately Serious Misbehaviour	
Hitting/pushing Telling lies through fear Persistently talking out of turn Persistently shouting out Persistently leaving seat inappropriately Regularly not having pencil/pen Regularly not doing homework Persistently not listening Persistently not paying attention Persistently distracting others Persistently not doing best work Persistently making noises Throwing things Rudeness to peers	

Very Serious Misbehaviour Deliberately telling lies Stealing Rudeness/insolence to adults Hurting others –physically - mentally Bullying Swearing Dumb insolence Wilful damage to school property Wilful damage to others property Truancy Aggression towards staff Persistent/deliberate lateness Abuse of alcohol or drugs Racist language/behaviour	
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Deliberately telling lies
Stealing
Rudeness/insolence to adults
Hurting others –physically - mentally
Bullying
Swearing
Dumb insolence
Wilful damage to school property
Wilful damage to others property
Truancy
Aggression towards staff
Persistent/deliberate lateness
Abuse of alcohol or drugs
Racist language/behaviour

Links with other School Policies

This Positive Behaviour Policy, as part of the overall Pastoral Care Policy, is and will continue to be integrated into our School Development Plan. In so doing we are committing ourselves to the continuous process of monitoring and evaluating the success and effectiveness of the policy in terms of achieving its aims.

We in Gilnahirk Primary School believe that a Positive Behaviour Policy cannot and must not stand alone. Instead its aims and approaches must be reflected in and integrated with all other policies. These will include:

- Special Educational Needs
- Child Protection
- Anti-bullying
- Health and Safety
- Learning and Teaching
- Code of Conduct

GPS Positive Behaviour Policy in relation to the Code of Practice for SEN

The strategies for promoting and sustaining good behaviour and for managing misbehaviour as outlined in this policy is seen as an integral part of the 3-stage approach set out in the Code of Practice for Special Educational needs. This is of particular relevance to stages 1 and 2 which are school based.

The whole school approach to promoting positive behaviour and discouraging and dealing with unacceptable behaviour is applied in the area of S.E.N.

Stage 1

The staff involved with the children in this area of support will use similar strategies to those used by the rest of the staff e.g.

- Setting work appropriate to ability
- Setting clear attainable and understood goals
- Involving children in active learning
- Pupils receive appropriate positive reinforcement for effort and behaviour
- Appropriate and common class rules
- Rewards and sanctions as outlined in the school policy are adopted
- Bullying issues are dealt with according to school policy
- Support staff are included in any in-service training
- Staff follow guidelines for the early identification of pupils presenting behavioural problems and the policy for the “registering” of such pupils

Stage 2

At this stage the S.E.N.C.O., in conjunction with the class teacher will make, where necessary, arrangements for

- Referral to outside agencies
- Supporting teachers
- Pastoral/counselling support
- Parental consultations
- Suspension etc.
- Drawing up an appropriate education plan indicating strategies to be used in school to manage pupils behaviour

Monitoring & Evaluating this Policy

This policy shall be constantly under review as it is the very essence of what goes on in every classroom, every day. Alterations if required will be made before annual distribution.

The monitoring of this policy shall be the responsibility of the Vice Principal supported by the Principal and S.L.T.

Strategies used to monitor the Policy's success will include:

- Playground observations
- Meetings with classroom and supervisory assistants
- Keeping records of number of children in detentions
- Feed back from year group meetings, forums and staff meetings
- Feed back from parent/teacher interviews
- Monitoring levels of incidents reported
- Observing the general atmosphere around the school and endeavouring to gauge the levels of self esteem of both pupils and staff
- Audits / questionnaires

On the basis of information gathered from the above, it will be the job of the Vice Principal supported by the SLT to evaluate the success of the policy and decide future targets. Gilnahirk Primary School recognises that it is not perfect and that at times members of the community may have a complaint relating to some area of school life. We are happy to deal with any concerns in a reasonable and positive manner. In this way we would hope to maintain and strengthen good working relationships between all parties concerned.

Any complaints relating to a child protection matter should be reported to the Designated Teacher for C.P. or the Principal. For any other concerns the "progression" below is advised. Complaints will be dealt with as soon as possible and any action will be time bound as agreed with the parties concerned.

If you have a complaint, what do you do? (See Complaints Policy for further details)

- Speak to your child’s teacher
- Speak to the Vice Principal
- Speak to the Principal
- Contact the Chair of the Board of Governors

Date of ratification by Board of Governors	October 2024
Date of next review	October 2027