



## Braehead Positive Behaviour Policy

### Policy Statement

"...consider how much impact could be made if every member of the school whether child or adult was committed to creating an environment where everyone was regularly listened to and encouraged, where a school made clear its commitment of finding ways to building relationships and giving respect and support to all its members."

Jenny Mosley

### Key Principles

Everyone has the right to feel safe, healthy and happy and to be treated with respect, dignity and equality.

Our aim is to:

1. Develop *confident individuals* by promoting self-esteem.
2. Develop *responsible citizens* by promoting self-discipline and respect for others.
3. Develop *successful learners* by creating a positive learning environment which raises expectations and achievements.
4. Develop *effective contributors* by valuing individual's ideas and opinions.

### Responsibility

Whilst the Senior Management Team (SMT) is accountable overall for managing positive discipline it is the responsibility of the staff, pupils and parents, as a whole, to maintain a caring, positive and supportive environment.

## Rules

Children work, rest and play more effectively when provided with a clear set of boundaries. At Braehead, children have ownership of these by creating their own school rules.

These rules have been shared at a whole school assembly and from this the following set of common rules has been agreed upon.

### Braehead School Rules

- We are gentle - we keep our hands, feet and unkind words to ourselves.
- We are kind and helpful - we think about other people's needs and feelings.
- We listen - we use our listening skills and wait our turn.
- We are honest - we can all learn from our mistakes.
- We work hard - we try to be the best we can be.
- We look after property - we are responsible for our school, our learning materials and our environment.

## Rewards

House tokens are given to pupils for any positive behaviour that promotes the ethos of our school.

Rewards are linked to the House System and are issued weekly, termly and annually as follows:

### Weekly

In each class, the members of the house with the most tokens receive a reward. This reward varies with each class e.g. converted to points, stickers, diddi dots, a small prize (at the discretion of the class teacher) or extra Golden Time etc.

The class token containers for each house are emptied into their *Term Jar* at the end of each week.

### Termly

At the end of each term the tokens in the *Term Jar* are counted and the members of the winning house are given a larger reward. There is a budget of £ provided by the PTFA to fund this prize.

The *Term Jar* tokens for each house are emptied into their *Annual Jar* at the end of each term.

### Annually

In the last week of term, the tokens in the *Annual Jars* are counted and the winning house will be awarded the House Trophy at our awards assembly. Each member of the winning house will also receive a small medal in recognition of their achievement.

At class level, Staff supplement these rewards with other forms of incentives (e.g. praise, stickers, stamps, badges, certificates, points, etc.).

### Sanctions

We discourage inappropriate behaviour by using the stages below.

<b>Stage</b>		<b>Action Taken by Staff</b>	<b>Reparation</b>
<b>1</b>	Verbal Warning	Pupil's name placed on Stage 1 box	Pupil given the opportunity to amend behaviour
<b>2</b>	Time Out	Pupil's name placed on Stage 2 box and pupil is sent to time out zone.	Pupil given time to calm down and reflect
<b>3</b>	Loss of Golden Time 5 minutes	Pupil's name placed on number of minutes lost at Stage 3.  <i>Pink slip home when 15 minutes or more is lost.</i>	Watch 5 minute sand timer Verbal Apology

<b>4</b>	Visit to Deputy or Head Teacher	SMT decide on action required based on the situation	
<b>5</b>	Parents informed of pupil's inappropriate behaviour	SMT decide on action required based on the situation	Formal letter

### Severe Clause

Severe misbehaviour calls for an immediate consequence and the pupil loses the right to proceed through the hierarchy of consequences.

Staff will inform the SMT of the pupils' actions (i.e. Stage 4). The SMT will decide what action should be taken based on the severity of the behaviour.

The SMT may feel that in extreme situations a pupil's behaviour is severe enough to require an exclusion from school.

If a child leaves the school grounds without permission this should be reported to the Head Teacher/ Person designated in charge. They will attempt to locate the child, notify Parents and in extreme cases inform the Police.