

SEAVIEW PRIMARY SCHOOL



BEHAVIOUR MANAGEMENT POLICY & GUIDELINES

August 2018 (Updated)

**SEAVIEW PRIMARY SCHOOL
POSITIVE BEHAVIOUR MANAGEMENT POLICY**

“.... 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 to finding ways of building relationships and giving support to all its members.”

J Mosley

SCHOOL AIMS

The following school aims were created in session 2017-2018 following a consultation process which involved staff, pupils and parents.

Our shared values are:

- Excellence
- Happiness
- Fairness
- Teamwork

Our shared aims are:

Happiness

Responsible Citizen **Effective Contributor**

Teamwork


...is resilient

I learn from my mistakes .
I bounce back after disappointment.
I take safe risks.



....celebrates difference

I include everyone.
I am confident about being different.
I learn about and teach others about diversity.



...has a Growth Mindset

I try hard and don't give up.
I enjoy a challenge.
I put in effort to achieve more.



Fairness

A Seaview Learner...


...is responsible

I take responsibility for choices that I make.
I take responsibility for my learning.
I set good examples in the community .



...is respectful

I respect other people's decisions.
I show everyone in our school community respect.
I treat others the way I wish to be treated



....is ready to learn

I understand what I am learning and why.
I use strategies to take my learning forward.
I reflect on my learning and know how to improve it.



...is creative

I am interested in learning and ask questions.
I share my ideas.
I use strategies to get out of the Learning Pit.



Excellence

Successful Learner **Confident Individual**

WE WORK TOGETHER TO BE THE BEST WE CAN BE

RATIONALE

Our whole school approach is based on the philosophy behind 'A Curriculum for Excellence'. In implementing this policy, we are working towards helping children to be:

- Successful Learners
- Confident Individuals
- Effective Contributors
- Responsible Citizens

INVOLVEMENT OF PARENTS

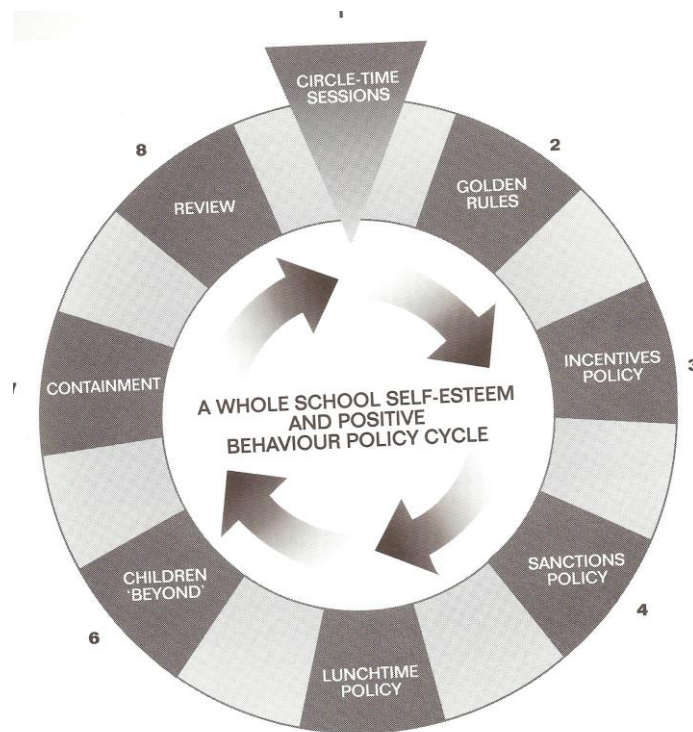
It is essential that we work in close partnership with parents if our school policy is to be successful. In general terms parents will be kept up to date with the developments in school through:

- references to our initiatives in the school newsletters
- one to one contact
- "flyers" explaining our approach
- parents' evenings

There is a need, however, to keep parents informed on an individual basis so that they can support work being done with their own children. A range of communication methods may be used but the important point is that parents should be involved in issues regarding their children's behaviour at an early stage.

WHOLE SCHOOL MODEL

Seaview School's approach to behaviour management is based on the Jenny Mosley whole school model which is described in the book "Turn Your School Round". The following diagram describes the model:



It is essential the model is throughout children can experience a consistent approach by each member of the school staff.

that each part of implemented the school so that

Students and temporary teachers will be expected to become familiar with the approach and employ it during their time with the class.

Promoted staff have a responsibility to ensure that all staff understand what is expected of them and to provide the support needed to implement this policy.

Circle Time Sessions

Circle Time promotes good relationships and positive behaviour. It also enhances the children's skills in listening and talking. Initially circle time sessions are intended to encourage everyone's views and ideas and promote a caring, supportive environment. Circle sessions can also allow us to highlight areas of concern relating to relationships and behaviour within the school. From the ideas generated through the Circle Sessions the Golden Rules are discussed.

Golden Rules

Golden Rules promote moral values. They will be discussed with children on a regular basis at both class and whole school level. The Golden Rules should be prominently displayed in each of the classrooms and around the school. The Golden Rules are:

- **We are gentle**
- **We are kind and helpful**
- **We listen**
- **We are honest**

- **We work hard**
- **We look after property**

Classroom Rules

Teachers should work with children to develop their own set of classroom rules and routines within the first week of a new session. The rules in each classroom may differ slightly but should all have the same themes and be worded positively. These should reflect the Golden Rules. It is essential that pupils 'sign up' to the class rules. This may be done in the form of a contract.

Seaview Learner Qualities

Every classroom should prominently display our Seaview Learner Quality posters which include our school values. Our Learner Qualities should be used primarily to support the children's learning but as with the Golden Rules, could also be used highlight areas of concern relating to relationships and behaviour within the school.

Incentives

Our policy for incentives is intended to promote and reinforce the Golden Rules. All forms of social and academic achievement need to be recognised at both class and school level. The "good news" about children needs to be communicated to parents and other pupils. Every child must experience some degree of success and recognition.

Children should be encouraged to praise each other during circle time – e.g. saying "well done" to someone who has stopped calling names or who has been kind to another child.

Sanctions

Our policy on sanctions is based on infringements of the Golden Rules. Included within these are the classroom rules, the dining hall rules and the playground rules. The major sanction is loss of privilege (Golden Time). This reinforces the ideal of acceptable behaviour leading to praise, rewards and encouragement.

Golden Time is a regular slot of time during which pupils undertake an activity of their choosing. This time is seen as a reward for all children who uphold the Golden Rules. For it to remain effective it is essential that Golden Time is seen as special and that children don't become bored with the activities.

Lunchtime and Playground Policy

"Lunchtime is one of the most influential and important times in a child's day".

It is important that children get a consistent message about acceptable behaviour from all adults involved in their supervision. To this end the sanctions

and incentives systems used in class will be the same as the ones used in the playground.

Positive Strategies for Dealing with “Children Beyond”.

There are some children who could be said to be “beyond” the normal incentives and sanctions set out in this policy. We can only say that this is true of a child if he/she has been part of the normal system as described above. It is important that these children are identified, and achievable targets worked out for them. These targets should be accompanied by an agreed on, motivating, reward. It is important that parents are aware, **at an early stage**, of any potential behaviour problems. Special contracts may be drawn up with the child and adults involved agreeing on one target of achievable behaviour and appropriate rewards for that child.

This type of contracting can only be effective if all other children are regularly receiving rewards and privileges. When they are this means that they can become involved in helping a child identify and achieve his/her target and motivating reward.

In exceptional circumstances we may have to reach agreements with parents about other strategies to ensure the safety of the child and other children in the school/class. These strategies may include:

- Time out within the school setting.
- Regular review meetings with parents, teaching staff and child.
- The child being taken home immediately after lunch and returning just before the bell.
- The child being met at the end of the day so that he/she is not put into the position of getting involved in aggressive behaviour with other children.
- Referral to educational psychologist or other appropriate support agency.
- An offer of a referral to Support to Families team.

At any time, an Individual Educational Plan with a PSD focus can be drawn up for a child. This would be done in consultation with parents and with a member of the management team and class teacher.

Further advice on school procedures can be found in the guidelines which accompany this policy.

Containment

Where all systems as described above have been tried and have failed to bring about any significant improvement in a child's behaviour we have, unfortunately, reached the stage of containment. An appropriate action plan needs to be drawn up by all members of staff involved and it is the responsibility of the management team to provide the class teacher with adequate support so that he/she is not left to struggle on alone. It is also important that we do our

best to minimise the effect of disruptive behaviour on the other members of the class.

During any period of containment, it is the responsibility of the headteacher to pursue all available avenues of support from outside agencies. If the child is proving a danger to the safety of other children and the teacher, the exclusion procedure will have to be brought into play. Procedures are laid down for this process and it is the responsibility of the Headteacher to ensure that these procedures are followed.

This policy is based on the original policy which was drawn up in 2001. The school's anti bullying policy should be seen as part of our approach to positive behaviour management and is a separate paper.

Policy updated and accepted: August 2018
Date for review: 2020/21

GUIDELINES FOR THE IMPLEMENTATION OF THE POSITIVE BEHAVIOUR MANAGEMENT POLICY

The following guidelines are intended to help staff implement our positive behaviour management policy. The policy is based on the philosophy that everyone in the school needs to be listened to and feel that their opinions are valued.

LISTENING SYSTEMS

Within this approach to behaviour management there are three listening systems:

- Circle Time
- Bubble Time
- Think Books

Circle Time is employed by all members of staff and is described below and in the teachers' Golden Time/Circle Time folders. Teachers are strongly encouraged to use bubble time, think books or both to allow individual children the opportunity to have personal time with the teacher. Children can sign up for Bubble Time which is a short private chat with the teacher. As children cannot name people in circle time they may do so in private. Think Books are private jotters in which the child records his or her own thoughts. These books are private to the child and the teacher. If the child wants the teacher to read the Think Book then it goes in a specific tray or box. Alongside the thought/comment the child should mark a code to say what he/she would like the teacher to do. For example:

- Could the class have circle time to discuss a specific matter?

- Could the child talk privately with the teacher?
- The child doesn't want the teacher to do anything – just to be aware of the issue
- The child wants the teacher to talk to an individual or group about the matter

Examples of bubble time and other systems can be found in the staff Personal and Social Development folders.

CIRCLE TIME

Teachers are expected to use circle time strategies on a weekly or fortnightly basis. There may be specific reasons or times when a class teacher deems it necessary to have weekly sessions. Fortnightly sessions are acceptable in the normal course of the school session. The sessions may be done within the classroom or in the hall when it is available, or in the P3 open area when it is available. The Circle time format includes:

- meeting up
- warming up
- opening up
- calming down/cheering up

Each teacher has a folder with circle time ideas and the relevant Jenny Mosley books are in each stage of the school. The Circle Time plans included in the forward planning folders follow the above pattern.

Teachers are expected to use the overview in the forward planning folder to highlight the circle sessions which will take place over the course of the term. It may be the case that individual teachers need to plan for alternative sessions to address specific issues which arise.

INCENTIVES

Golden Time

Our major incentive in Seaview is **Golden Time**. It is expected that each teacher will timetable a slot of 'Golden Time' each week. Classes will have half an hour Golden Time each week. In P1 the teachers may decide to have shorter sessions more than once a week. **Children should always sign up for their Golden Time activities at the beginning of the week.** This means that they will have something to look forward to and they will know what they are missing if they lose any time. Signing up sheets should be displayed where children can see them during the week. Specific guidelines on how to implement Golden Time can be found in the teachers' Golden Time/Circle Time folders.

Teachers may also use a range of other incentives, as they feel appropriate. These may include:

- Praise stickers
- Recognition/mention at assembly through 'Seaview Shout Outs'
- Achievement certificates
- Featuring on the "celebrations" wall in the entrance to the school
- "Stars" display in classroom
- Class target sheets and an associate reward

All members of school staff may use the incentives listed above and children may nominate and award other children with agreed incentives for any positive behaviour.

Praise and encouragement are essential. As well as encouragement for academic work praise and rewards will be given for:

- Politeness
- Excellent listening
- Sitting calmly
- Playing well with others
- Sharing
- Helping etc

Every week, any member of staff may nominate children for a mention at assembly. Children who are nominated will have their names recorded as part of our 'Seaview Shout Outs'.

SANCTIONS

The major sanction is the loss of Golden Time. **It is expected that the system of warnings be used for the loss of Golden Time.** Each member of staff should use the appropriate warning cards. The children must know that they are breaking one of the class or Golden Rules and that the warning means that Golden Time will be lost if they continue to behave in an unacceptable way. **If a child has lost more than 10 minutes Golden Time in a week then he or she should be capable of earning time back.** In this case a personal target must be set for the child and if this target is achieved then an agreed amount is won back. If it becomes obvious that a child is losing Golden Time every week then communication will be made with home by a member of the management team. The child's behaviour will then be monitored for a period of time.

Lines should never be given as a punishment exercise. If it is necessary to give a child something to write he or she could be asked to do one of the following:

- write out the class or Golden rules
- write an explanation of which rule has been broken and what he/she should have done
- write a letter of apology
- write a letter to their own parents to explain why he/she has done something

The incentives and sanctions systems should be clearly visible in each classroom and easily accessed by pupils. This is important as any adult working in the class (eg student, supply teacher) will be expected to use the class system of incentives and sanctions.

Detention

No child should be detained at lunchtime or break time to finish off classwork. Any work not finished should be sent home at the end of the day. Any detentions at break or lunchtime should be in line with these guidelines and must be supervised.

A child may be detained at break or at lunchtime for any of the following reasons

- violence towards others
- insolence towards an adult
- disobeying the direct instruction of an adult
- destroying property

Children should not be given detention without the knowledge of a member of the management team. Arrangements for supervision of children at break or lunchtime will be made through a member of the management team. Children should not be sent to the SPSA base for supervision.

A record will be kept of all detentions and a standard letter will be sent home to the parent of any pupil who is detained over breaks. This letter will be to inform the parents of the situation and will offer the opportunity of an appointment.

(Appendix 1)

If, after this letter, there is no improvement in the child's behaviour a member of the management team will contact home **requesting the parent to contact the school and arrange a meeting** to discuss the matter.

Another letter will be sent home if there is still no improvement in the child's behaviour after the meeting between home and school. **This letter will set a time and a date for a meeting and will also make reference to exclusion. (Appendix 2).** At this meeting a pupil – home – school contract will be drawn up.

Letters will also be sent home immediately following any serious incident. These will not be standard letters but will refer to the specific incident. Any serious incident will be recorded on an Incident Report Form **(Appendix 3)**

Involvement of others

There may be times when the class teacher wants the support of another adult. Unless in extreme circumstances a child should not be sent directly to the Head Teacher. The Head Teacher should be seen as the last in a line of disciplinary steps otherwise there is no final sanction. Rather than send a child to another member of staff a red alert card should be sent to the appropriate person.

Yellow cards are also available in each classroom. These can also be used to summon help which is not needed immediately.

The following progression is suggested. If a child has reached step 5 the parents should be informed following discussion with the appropriate member of promoted staff.

1. Positive steps which could be taken to improve the situation should be discussed directly with the child/children involved.
2. Child receives warning card.
3. Child loses Golden Time
4. Steps one, two and three are repeated.
5. Child is given five or ten minutes time out by him/her self **in classroom** with adult supervision.
6. Child receives time out in another classroom (with the agreement of the other teacher). If this becomes a regular routine it should only be discussed with the appropriate member of promoted staff.
7. A red alert card is sent to the Principal Teacher/Depute Head teacher. This will signal that assistance is required. The red alert card should be sent with another child from the class, not the pupil causing difficulties.
8. The Principal Teacher/ Depute will meet with the class teacher as soon as possible and decide whether the child should have a home/school communication book, a personal target sheet or whether any other appropriate strategy should be employed. At this stage the child's parents should be involved.
9. A red alert card is sent to Head teacher. This will signal that immediate assistance is required. The Head teacher will assume that stages 1-7 have been followed or that the incident is very serious.

Only in exceptional circumstances should a child be referred directly to a member of promoted staff without following steps 1-5. Regular intervention by the Head teacher or a member of the management team will undermine the teacher's authority and minimise the effectiveness of such intervention.

At no time should a child be sent out of class to stand outside the classroom unsupervised. If the child runs away or is hurt in any way in this situation the school will be deemed to have acted inappropriately.

Classroom Management

It is essential that “dead time” in a classroom be kept to a minimum. It is often during such unstructured time that children do “play up”! Class teachers should provide the appropriate environment for sound learning and manage their class accordingly. Fundamental to this process are the following:

- children being aware of what is expected of them
- a well organised classroom in which the children can easily access resources
- an attractive learning environment for which the children can feel ownership
- preparation of interesting and varied programmes of work
- no reliance on text book based activities
- providing work at an appropriate ability level
- establishing good working relationships – a quiet working atmosphere in class when this is appropriate, an acceptance of ‘controlled’ noise when the activity demands this.
- giving clear instructions and ensuring they are carried out
- having children gainfully employed all day – neither glued to their seats or wandering aimlessly around!
- being firm and consistent and showing concern

Positive Incentives

It is important to remember to regularly reward positive behaviour in **all** children. A range of this type of reward is available on the common drive in sections for Primaries 1-3 and Primaries 4-7 in the folder entitled “Certificates”. Examples of these are shown in **Appendix 4**. Class teachers should ensure that each child regularly receives this type of acknowledgement for positive behaviour. A class record should be kept of the awards given. The children should be permitted to take these rewards home.

Parental contact with school

A record of all direct parental contact with school should be kept using **Appendix 5**. Often a member of the management team will be present at these meetings and would complete the form in those cases. Otherwise the class teacher would complete the form and give it to a member of the management team. These records are all retained in school. Parents/carers will be entitled to read these records.

The Playground

School and SPSAs have an important part to play in helping to provide a safe, happy school for our pupils. In Seaview Primary the staff who work in the playground will:

- Be consulted on any issues involving/relating to the playground – e.g.
 - invited to class circle time when playtime/lunchtime issues are raised.
 - can volunteer to be members of a school playground development group along with promoted staff, pupils and parents.
 - are part of the school policy decision making process in relation to behaviour management.

- are kept informed of issues affecting individual children
- attend regular meetings with the DHT and termly meetings with the DHT and pupils to review the playground policy.
- Have as much status in the school as other members of staff – e.g.
 - be part of the school behaviour management system and link directly to classroom and whole school rewards and sanctions
 - attend assemblies etc to give out individual and class awards for good playground behaviour

Rules, Rewards and Sanctions

SPSAs will all carry yellow and red cards. The Golden Rules will be written on yellow cards so that the specific rule broken can be pointed out to the child.

If a child is breaking a rule he/she will be shown the yellow card and the rule being broken will be emphasised. This will serve as a warning. Two yellow cards being issued can lead to a red card. A system will be in place for PSAs to find out who has already been given a yellow card on a specific day. Teachers will be made aware of children who have been given a yellow card.

The red card will be written on and taken to the teacher's classroom. This will lead to the loss of Golden Time or other appropriate sanction.

Serious Misconduct

Issues which are more serious involving, for example, violence, swearing, racist abuse, serious harassment and bullying will be dealt with immediately by a senior member of staff. Children may be escorted inside, or a member of the management team may be sent for by the use of a note on a red card.

Incentives

Class Award

Stickers given out by SPSAs will be collated and counted to go towards a class award which will be displayed on a chart in each classroom. The class will decide by majority vote what the resultant treat will be when the chart becomes full. This treat must be manageable in terms of cost and in terms of health and safety!!

Incentives for good playground behaviour will be reviewed regularly in order to keep up pupil interest and involvement – e.g. a class award could be to buy a specific item for Golden Time, an extra five minutes of playtime or a specific class treat.

Zoning the Playground

The pupils and staff will be consulted regularly on the wider use of the playground areas so that its full potential is used – e.g.

- the quiet areas extended and developed through use of mobile and fixed seating areas

- the rota systems for ball games and other areas will be reviewed regularly as part of the fortnightly and termly meetings with the DHT
- the grassy areas will be used as much as possible throughout the year and children will need to be made aware of health, safety and environmental rules surrounding this – e.g. slippery areas and slopes out of bounds for safety reasons.

Playground Games

SPSAs should be involved in class PE sessions when games are taught specifically for the playground. This can be arranged in consultation with the Active Schools Co-Ordinator. Where possible the SPSAs may also be involved in the teaching of games.

Equipment

Equipment will be monitored and changed regularly – e.g.

- Playground Squads will put out equipment before each playtime.
- SPSAs and pupils will review this through termly meetings.

Involvement of Parents and the Wider Community

The Parent Council is working closely with the school to support the development of our playground to support a wider range of play opportunities at break and lunchtimes.

This includes:

- Identifying funds for equipment
- Monitoring and reviewing the use of wider playground areas
- Link to the wider school body to harness community support eg questionnaire to parents to identify people who could help with building equipment, gardening etc.

Wet Weather Arrangements

Each class must have an agreed and clearly displayed code which includes acceptable activities for wet breaks and lunchtimes. Please refer to **Appendix 6** for an example of a wet weather agreement. All SPSAs should be aware of the classroom arrangements and will patrol classes at these times. No first aid room cover will be provided on wet days. Each SPSA should deal with any issues from individual areas.

Involvement of Children

Children in Seaview Primary also have an important part to play in issues around playtimes and lunchtimes. The pupils will be consulted on issues affecting playtime and lunchtime – e.g.

- Regular questionnaires will be collated from a sample group of pupils across all stages of the school (questionnaires will be administered to groups of pupils by SPSAs)
- Changes in policy etc will be raised through class circle time via the Pupil Council representatives from the whole school pupil council.

- Pupil Council members will attend termly meetings with the playground supervisors and DHT to review the policy and/or equipment.

Conclusion

The vast majority of our children are well behaved and teachers do provide a supportive ethos for all pupils. Many parts of these guidelines are for a small minority of pupils. All pupils deserve a chance to work in a structure which is supportive. Staff also deserve to feel supported. Please don't let things get on top of you. If a child or a group of children cause you concern or distress please ask for help and support. Our system is designed to help the member of staff as well as the pupil.

Scott Haxton
Head teacher
Session 2018-19

SEAVIEW PRIMARY SCHOOL

Dear

..... has been given a red card today for

.....

.....

.....

As a result of this incident will spend the next two breaks inside and will be supervised by a member of the staff. Arrangements will be made for ensuring time is allowed to visit the toilet/take snack etc.

We would be grateful if you would support us in this matter by stressing to your child the importance of good behaviour in the classroom, school and playground.

Thank you for helping us with this. If you would like to discuss the matter with us please do not hesitate to get in touch.

Yours sincerely,

Scott Haxton
Headteacher

Date:

.....

Pupil's name.....

Class.....

I/We have received and noted the contents of your letter dated
.....

Signed.....

Date.....

Appendix 2

SEAVIEW PRIMARY SCHOOL

Dear

There has still been no improvement in 's behaviour since our discussion on For this reason, I must ask you to attend a meeting at the school on at

If this appointment is not suitable please contact the school to arrange a more convenient date time.

The main reasons for our concerns continue to be:

- unacceptable behaviour in class
- insolence towards an adult
- wasting time instead of working
- disobeying the direct instructions of an adult
- destroying property in school or the grounds
- continuing inappropriate behaviour at break/s
- violence towards others

At this meeting we will discuss your child's behaviour with the intention of agreeing a suitable course of action. If this agreement does not bring about an improvement in your child's behaviour there is a possibility that some form of exclusion may have to be considered in future. However, with your continued help and support we hope to avoid this situation.

Yours sincerely,

Scott Haxton
Headteacher

Date:

Pupil's name..... Class.....

I/We have received and noted the contents of your letter dated and will attend the meeting.

Signed.....

Date.....

Appendix 3

SEAVIEW PRIMARY SCHOOL

INCIDENT RECORD

DATE:

PUPILS/STAFF INVOLVED:

Bullying record filed

Parents Contacted & Record Filed

DESCRIPTION OF INCIDENT	ACTION TAKEN
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Thank you for being kind and helpful

Awarded to _____

Date _____

From _____





SEAVIEW PRIMARY SCHOOL

RECORD OF PARENTAL CONTACT

Child's Name: **Teacher:** **Class:**

Contact with: **Date:**

Nature of contact:

Telephone Person Letter Parent Interview Other

Bullying Record Form Incident Record Form

Details:

Action taken:

Follow up if necessary

Signed..... Date.....

(Add continuation sheets if necessary)

Wet Weather Rules

- Stay seated at all times.
- Stay away from the computers.
- Put your rubbish in the bin.
- Use a classroom voice.

The Golden Rules apply during playtime too.

Wet Weather Activities

- Mini whiteboards
- Board Games
- Reading
- Drawing
- Chatting with a friend

