



## Keiss Primary Promotes Positive Behaviour

November 2015

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### Introduction

This policy has been developed in line with Highland Councils' Positive Behaviour Policy 2011.

We require a promoting positive behaviour policy to ensure that all our children are safe, healthy, active, nurtured, achieving, respected and responsible and included.

We want to support the children in Keiss Primary to develop their sense of self, sense of power and sense of belonging.

Parents, children and staff have all contributed towards this policy.

We will be revisiting and evaluating this Policy throughout 2015- 2016 session.

### What are we about?

#### Our aims:

- To create an atmosphere of mutual respect, trust and responsibility
- To promote a positive school ethos through positive behaviour strategies and celebrations of success
- To raise self-esteem and standards of behaviour in all pupils
- To create a team effort through involving pupils, parents and staff in setting rules/standards of behaviour within the school.
- To create a clear protocol for behaviour within the school.
- To get pupils to manage their own behaviour effectively while respecting the rights of others
- To inform parents and pupils of the consequences for negative behaviour



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### What are we doing?

We're taking a positive approach.

We are upping our ante with school rewards so that we are reinforcing and recognising all the good things that children are doing in school.

This will be an ongoing process which will continue to change as we respond to the needs of the children in school.

Here are some of the things we do (this is not an exhaustive list):

Classes have their own rewards in place:

- Dojo points, table points,
- Stickers or stampers
- proximal praise, positive reinforcement, regular praise (verbal and non-verbal),
- comments in jotters,
- children sent to HT for good work or behaviour,
- notes home
- Class Circle Times or Class Chats allow staff and children to discuss, support and celebrate things as a group.

Whole School:

- Weekly assemblies on Fridays with a structured format that always celebrates good things from the week.
- Sharing Assemblies where classes get an opportunity to present their learning.
- Star Writer Certificate
  - Class Teachers choose these every week following the writing lesson. House Captains and Pupil Council have designed these.
- Magical Moments from home
  - There is a Magical Moments book in the foyer where children stick in Wow moments from home. These are read at assembly each week.



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- House Points
  - All children from Nursery up to Primary 7 are allocated to houses
  - These are collected weekly from classes and announced at assembly by House and Vice Captains
  - The winning house gets 3 boxes on their House Chart, the second house 2 boxes and the third house 1 box. Every time the House completes the 12 boxes, they receive an extra playtime.
  - Table points at Canteen are also counted and added to house points.
  - We involve the children in coming up with new ideas for cross school working
- Well done scheme links to House Points
  - Every 20 house points a child gets a Well Done slip
  - Every 10 Well Done slips, they receive a Gold Card
  - Every 3 Gold Cards they receive a certificate
- Table of the week
  - This was decided by House Captains and Pupil Council
  - Table points are given daily for following the Canteen Rules
  - At the end of the week the table with the most points gets a fancy table cloth, cups and their choice of milkshake. They also get served first and can leave when they are finished.
  - We are introducing sit where you please days where children have a chance to sit with friends.
- We are introducing "Gotcha" Certificates- for excellence in the playground, e.g. sharing, looking out for others, being helpful. These will be shared at Assembly.
- We are introducing P 5/6/7 privileges. Children can apply to the Mugga for activities at playtime using the Mugga application each week. To earn this they simply need to show they are being responsible across the school by following the Golden Rules.



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### Golden Time

We are still using the Golden Rules in School:

- We are gentle, we don't hurt others
- We are kind and helpful, we don't hurt anybody's feelings
- We are honest, we don't cover up the truth
- We work hard, we don't waste our own or others' time
- We look after property, we don't damage or waste things

How does Golden Time work?

- Every child in school has been assigned 45 minutes of Golden Time per week.
- We have increased this from 30 minutes and begun whole school Golden Time in order to ensure this time is meaningful for the children.
- We will consult the children at regular intervals to incorporate their ideas into what activities we offer.
- Classes will sign up to choices on a Monday for the Friday. Classes will take turns to have first choice on a three week cycle.

### What else?

#### Diamond Awards:

Children who keep all their Golden Time will receive a Diamond Certificate each Term.

This allows for little blips here and there as children may receive verbal and visual warnings without losing this award.

We are encouraging children to do the right thing with support.

#### Head Teacher Awards:

Head Teacher Awards will be presented at the end of the year to children who have had **no** loss of Golden Time across the year.

#### Effort Awards

These may be awarded for improvements academically or great improvements in behaviour.



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### Rights and Responsibilities:

In order to promote positive behaviour we are reinforcing that **all** children have the right to certain things and that behaviours of others must not violate these rights.

We want to set high expectations for great standards of behaviour. All children have engaged in class lessons and discussions about Rights and Responsibilities of pupils, parents and teachers.

These were written by the pupils and will be referred to regularly alongside the Golden Rules. These do replace the previous "school rules" which listed things children could not do. We want to empower children to take the right path for themselves and know it. We have a duty of care for safety, happiness and children's learning and any school rules or behaviour systems must support this.

### Children:

Rights	Responsibilities
We have the right to friends	We need to be nice to them Let's not use mean words We must not use our feet or fists
We have the right to learn	We need to make sure we work and try hard in school We must not stop others from learning We need to let the teachers teach
We have the right to be able to share our ideas	We must listen when it's someone else's turn
We have the right to have nice things at school and have fun	We should look after our school property We should make sensible choices about what we do
We have the right to be told when we have done well	We should demonstrate we deserve nice things
We have the right to help when we need it.	We need to celebrate when other people have done well
We have the right to feel safe and happy in school.	We need to look out for our school family. Everyone has the right to be treated with respect- adults and pupils



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### Parents

Parents have a responsibility for ensuring that they support their child in meeting school expectations in respect of positive behaviour.

They have the right to be kept informed of any incidents that involved their child at school.

We will always try our best to keep you informed about incidents that happen in school.

We will either speak to parents in person, on the phone or by letter. If the class is using dojo this method may also be used.

### Staff

The staff share a collective responsibility for consistently implementing school policy on positive behaviour.

Class Teachers will keep a record:

- of behaviour incidents in classrooms
- of Playground incidents
- Communications between school and home regarding behaviour
- Any serious incidents will be recorded on a separate, more detailed form
- Any incidents of violence (physical and / or verbal) by pupils against staff is a notifiable offence, so staff will complete the necessary forms which will be forwarded to Highland Council for their records.
- These records will be stored in a child's PPR at the end of the school year

The Head Teacher has overall responsibility for ensuring positive behaviour. The Head Teacher will monitor behaviour records on a termly basis.

Staff have the right to be supported by parents in ensuring the best school environment for all children.



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### If rights are affected...

The most common sanction used in school will be through the loss of *Golden Time*.

Taking the ideas of children and parents into account the staff at Keiss Primary have developed a set of behaviour guidelines. This is primarily to help children and parents understand the processes involved consequences.

We have a responsibility to support children with additional support needs. Although it can sometimes be difficult to understand why a child or young person may behave as they do, it is crucial to accept that people are different and we have to support each individual. We do peer awareness sessions in classes to help children to understand that equality doesn't mean that everybody gets the same, but that people get what they need.

Some things will depend on circumstances. Everyone can have a blip from time to time and make a mistake. Children will be children and we will make every effort to support children in learning from behaviour.

- If children lose golden time for low level disruption to learning, they can earn it back
- High disruption or safety issues can **not** be earned back

Staff use restorative approaches to ensure that they get the children involved in sorting out situations and that they all have a chance to have their say. Children have always come to an agreement about actions and consequences before these are carried out.

A child will always know why they have lost golden time.

All classes have a visual display to show help with steps on Behaviour Guidelines. In P 3/4 and P 5/6/7 it is traffic lights, in P 1/2 it is a sun and cloud system.



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### When will the H.T be involved:

- Repetitive behaviours
- Low level disruption- more than 3 times in a week for the same thing
- If a child causes substantial disruption within one day (more than 1 loss of golden time or a significant disruption).
- Early intervention- before the child loses a second amount of golden time in one day
- Any children who are not playing safely in the playground
- Any time that a parent is notified

### H.T might choose from the following actions...

- Discussion
- Apology letter / verbal apology to person
- Exercise to be carried out at break/lunch time or in Golden time
- Thinking time
- Room for Improvement - loss of break or lunch time
- Time out from class- work done where HT is.
- Additional loss of Golden Time
- Letter home (written by HT or child)
- Exercise sent home to complete
- Unfinished work sent home to complete
- Withdrawal of privileges e.g. trip, school treat
- Phone call to parents
- Meeting with parents and pupil
- Meeting with parents to set up a behaviour programme
- Advice sought from outside agencies

### In serious cases...

- A pupil may be sent home, with the agreement of the parent, if their behaviour is escalating and it is predicted that a serious offence may occur
- Possible formal exclusion for a period of time
- Possible permanent exclusion

In any cases of bullying, we will refer to the schools anti-bullying policy.