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Arran Primary Schools and Early Years Classes

Positive Behaviour Policy

Rationale

'Children and young people should feel happy, safe, respected and included in the learning environment and all staff should be proactive in promoting positive behaviour in the classroom, playground, and wider learning community.

Building Curriculum for Excellence through Positive Relationships and Behaviour Scottish Government 2010

Behaviour is a key factor in school life and good behaviour is essential for promoting a positive working ethos within the school and providing opportunity for learning. Good behaviour does not simply happen, it is built on mutual respect and requires sustained effort on the part of all concerned within the school community.

Aims and Objectives:

Our Primary and Early Years Classes aim to provide a caring, supportive and nurturing environment where:

- each pupil's self esteem and confidence is nurtured to encourage them to be the best that they can be
- each pupil is aware of the UNCRC and how they can use these rights and respect the rights of others to promote a positive, inclusive environment to learn and play in
- each pupil contributes towards a positive atmosphere helping to build an effective learning environment
- each pupil is able to take responsibility of their own actions and reactions
- a mutual ethos of trust and confidence is built, ensuring pupils' have confidence in the adults around them to create stability and reassurance for the pupils
- the six Principles of Nurture are considered to create a nurturing environment.



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Positive Behaviour – Prevention is the key

All stakeholders have a responsibility to create an ethos of positive behaviour and mutual respect.

Promoting the Positive

It is vital that we praise our youngster when they are showing appropriate behaviours. Such mechanisms formally added to our classess are the use of KindnessTokens or Head Teachers' Awards. These can be used to encourage and praise positive behaviour.

Parental Responsibilities

The parental influence in their child's behaviour is key. A child spends most of its time at home within the surrounding and values of their parents/carers. At times, these values may differ from that of the school. In such circumstances a compromise must be agreed as the children must be able to respect and follow the values of the whole school community. It is important that children understand that school and parent/carers are working together in matters of acceptable behaviour.

Pupil Responsibilities

It is essential that *all* pupils understand the values of the school and contribute positively towards our positive ethos. Pupils should:

- Develop responsibility for their own actions and behaviour which should enable them to cope with the pressures and demands made on them.
- Develop a positive regard for others, respecting the fact that we are all different and everyone has a right to their own opinion.
- Display good manners and respect towards all adults and pupils.



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Class Teacher Responsibilities

Class teachers' are responsible for discipline and behaviour within their own classrooms. Building positive relationships and mutual respect with all pupils within their care is essential to having an ethos of positive behaviour. Aiding positive behaviour can also be encouraged by:

- setting clear and realistic high expectations
- being a good role model; displaying a confident, enthusiastic front to children
- creating class charters/full value contract alongside the pupils
- avoiding situations of direct conflict
- understanding that all children have different needs and have experienced different situations at home
- create and maintain good classroom organisation and routines
- discipline the child's behaviour and not the child as a person.

Support Staff Responsibilities

Our support staff work closely with all children, and in particular those who may display behavioural issues, in both learning environments and within the playground. It is essential that all support staff have a clear understanding of the pupils' needs they are working with. They also should:

- develop positive relationships with pupils, showing mutual trust and respect
- value input from pupils
- deal directly, where appropriate, with any low level issues through talking things through using Restorative discussions
- pass on any concerns to the class teacher/SLT



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Promoted Staff Responsibilities

All promoted staff, PTs, DHTs and HT, should be visible throughout the school and playground acting as a good role model for pupils. They are leaders of positive behaviour and provide a connection with parents/carers and should review policy regularly. The management team must:

- encourage a positive approach to behaviour
- be familiar with National and Local policy and documents on building positive behaviour
- assist class teachers and support staff when dealing with difficult behaviour and monitoring the progress of pupils concerned
- keep pastoral notes to ensure rigorous details are kept.

Behavioural Difficulties and Sanctions

Children's behaviour differs for many different reasons. It is important to remember that there may be an underlying reason for a child's misbehaviour and these reasons should be taken into account at all times.

Possible causes of Behavioural Difficulties

- Environmental; at home or within the classroom
- Home background; standards of discipline set by parents, previous/current life experiences and circumstances
- Child's physical/emotional problems or difficulties
- Barriers to learning
- Child's relationship with other pupils
- Learning environment; inappropriate amount of work given, varying teaching styles, curriculum content, classroom organisation
- Teacher's relationship with the child



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Teacher's Sanctions

Class teachers should, in the first instance, deal with all behavioural issues within the class, giving out sanctions where appropriate, in order for the class teacher to be seen as the adult in charge. All behavioural incidents should be logged by the class teacher, either in their own notes or passed on to SLT.

Where behaviour is becoming an ongoing issue all concerns should be referred to SLT and notes kept up-to-date in order to provide adequate evidence to use when speaking with parents/carers and to inform a Well Being Assessment.

Children will not be withdrawn from curriculum areas - such as P.E. as these are a child's rights to be able to access this, however, should a child be a danger during such activities they may be asked to sit at the side or have a separate time for this curricular area.

If behaviour is disruptive enough to warrant a child being removed from class to work they should be in sight of the class teacher and not left without supervision.

Stage 1 Sanctions may include - to be used by class teacher

- Verbal reprimands
- Removal to another seat or position within the class
- Removal from a 'fun area'
- Restorative discussion of situation with child(ren) involved
- Written work to be completed during break/lunch time, should this occur parents should be notified
- Written work to be completed at home and signed by parents



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Stage 2 Sanctions may include - to be used in conjunction with SMT

- Involvement of Principal Teacher, Depute Head Teachers and/or Head Teacher
- The above sanctions will be further used
- Parental involvement
- Behaviour to be noted within pastoral notes
- If necessary, referral to other agencies e.g. Home link, Educational Psychologist, CAMHs.
- Develop an Action Plan following the Pupil Support Process.

Stage 3 Sanctions - to be used by HT

- Exclusion. This is a last resort and will be carried out in consultation with Senior Managers.