



St. Andrew's Primary School & Nursery Class



Behaviour Policy



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Rationale

All members of the school community have the right to work and learn in a safe and secure environment without disruption from others.

By promoting positive behaviour children are encouraged to take responsibility, develop self-control and enhance self-esteem.

Self-discipline is essential if children are to become successful learners, confident individuals, effective contributors and responsible citizens. Children learn self discipline gradually and it needs to be taught and continually reinforced as they grow and develop.

Fostering positive relationships with staff, parents and pupils are the foundation of this policy. Mutual respect is essential in promoting positive behaviour.

Partnership with parents is essential in achieving this policies aim. The basis for positive behaviour is respect of other people, their property and the school environment.

The aims

Our aim is to create a climate where effective learning can occur. This is best achieved in a happy, purposeful and relaxed school where every member feels safe, respected, valued and able to achieve personal excellence.

Objectives

All members of the school community should:

- ensure their actions contribute to the safety and wellbeing of all
- take responsibility for their own behaviour and respect the rights of others
- contribute to maintaining a purposeful learning environment
- feel empowered to achieve their full potential.

Achievement of Objectives

Rules and regulations are necessary in society and are designed to maintain law and order. They are necessary in the home and this is where a child is first introduced to what is acceptable and unacceptable behaviour. Rules are essential in school in order to protect the rights of the individual.

It is incumbent upon every member of staff (teaching and non-teaching) to play his / her part in sharing responsibility for attainment of the objectives. Staff must be concerned with the welfare and discipline of **all** pupils in the school. Staff should act in a calm, positive manner when dealing with discipline matters.

- Discipline issues both in and out of class are primarily the responsibility of the class teacher supported by all members of staff.
- Golden Time is used as an incentive for positive behaviour both in the class and in the playground.
- A class, group and or individual positive points system should also be used in class to encourage positive behaviour and team responsibility.
- The support staff will support class teachers by dealing with minor incidents, discouraging negative behaviour and encouraging positive behaviour.



Promoting Positive Behaviour

Positive behaviour is expected. Aspects of behaviour are explored in the curriculum through Religious Education, Health and Circle Time.

Children need to have a clear understanding of what is expected of them. At the beginning of each school session and at appropriate points throughout the year, the teacher should involve the children in a discussion of the Golden Rules.

Our Golden Rules are:

Do be gentle, don't hurt anybody,
Do be kind and helpful, don't hurt people's feelings.
Do be honest, don't cover the truth.
Do work hard, don't waste time.
Do look after property, don't waste or damage things.
Do listen to people, don't interrupt.

These should be displayed prominently in every class and throughout communal areas throughout the school. All children should understand why each rule is important and what is expected of them.

Positive behaviour should be commended and rewarded. Rewards need to be specific, formative and give feedback to children on the aspects of behaviour we wish to encourage. A variety of reward systems are in place in school.

In addition, in school we should expect children to:

- Know and relate to our school vision and mission statement
- Walk quietly at all times while in the school building.
- Be polite and courteous towards all staff, fellow pupils and visitors.
- Be encouraged to show respect for school property and that of other pupils.
- Respond positively to instructions given by staff.
- Move around the school in a quiet and orderly manner.

Golden Time

Golden Time takes place on a Friday afternoon and lasts for 30 minutes. Teacher set up classroom with a variety of activities for pupils to choose. Children may also plan with their teacher to select an activity they would like to take part in as a class e.g. Baking, ICT and football. Activities should be negotiated with the children and these should be reviewed and changed termly to maintain the children's interest and motivation.

The following procedures are in place for golden time:

- Children start each week with 30 minutes golden time.
- In the first instance of inappropriate behaviour a verbal warning should be given. This should take the form of a description of the inappropriate behaviour, the effects on the class / individual as a result of this behaviour, followed by an explanation of the desired alternative behaviour.
- Repetition of the inappropriate behaviour should result in a repetition of the warning and a yellow card. If the behaviour continues a red card is issued alongside another explanation.
- Golden time is lost if a child receives a red card.
- For each red card a child should **only lose 5 minutes** of golden time.
- No child should lose more than 5 minutes for the one incident.
- If the inappropriate behaviour continues a member of the management team should be contacted as soon as possible.
- In cases of serious indiscipline a member of the management team should be contacted immediately who will deal with the incident.
- Children can earn back golden time up to a maximum of 15 minutes lost time.
- Names of children who have lost 15 minutes or more of golden time must be added to the Golden Time monitor sheet in forward plans.
- Children who have lost 15 minutes or more will be supervised by a member of the management team.
- Children who have lost 5 or 10 minutes should sit away from all activities giving time to reflect.
- The class teacher should note in a child's diary any golden time lost.



Red and yellow cards apply to a block of time. Cards issued should be collected at interval, lunch and home time as children are given a fresh start after each break in the day.

Restorative Practices

Engaging the children in a restorative way following disputes helps to restore and repair relationships. Restorative questioning allows the children to clearly express their feelings following incidents.

Challenging Behaviour

Research evidence shows that there is a correlation between challenging behaviour and inappropriate educational experience. Pupils who have difficulty accessing the curriculum often resort to disruptive and challenging behaviour.

Careful planning of pupil work is therefore essential to fully engage and challenge. Differentiated tasks are essential to enable all pupils to meet the learning objectives. If the work set is either too easy or too difficult, pupils will become dissatisfied and may become disruptive.

Emotional intelligence studies have shown that pupils learn in different ways – visually, orally, kinesthetically etc. If one style is continually used then those pupils who have another learning preference will become bored. It is important that teaching style is varied and that in a range of lessons all learning styles are catered for. In this way children should be more engaged in the lesson and remain attentive.

Classroom directions and task instructions should be explained to children in simple, everyday language, so that they fully understand what is expected of them. Involving the children fully in the setting of classroom rules and expectations develops an inclusive classroom ethos where there is a common understanding of standards and expectations.

When children are treated with genuine positive regard they are less likely to display challenging behaviour. Conversely, when pupils feel they have been treated disrespectfully by teachers this can result in disruptive behaviour.

Confrontation with children **must** be avoided. Shouting at children is not acceptable. Verbal warnings and discussions about behaviour should be done in a measured, calm way and be as **private as possible**. In discussion, children should be encouraged to identify where they went wrong and alternative actions that could be taken to avoid reoccurrence of the situation. If we want children to show respect for themselves and others we must model that in our handling of situations.

Use of Sanctions

Staff must always consider the right of a child to maintain his/her dignity and self respect.

Verbal abuse or ridicule is also not acceptable. Name calling or labelling a child is not acceptable.

This procedure should be followed by every class teacher in dealing with indiscipline and challenging behaviour:

- Non verbal communication – e.g. disapproving gesture.
- Verbal warning – focus on the behaviour the child should be displaying.
- Yellow card – remind the child of the desired behaviour.
- Red card – This should be recorded (discreetly – not displayed) and 5 minutes Golden Time taken away
- Inform a member of the Management Team.
- Possible withdrawal from class.

No child should be left unsupervised outside a classroom. If a child has to be withdrawn from the class environment a member of the management team must be contacted.

Physical Restraint

The law forbids all members of staff from using any degree of physical contact which is deliberately intended to punish a pupil or which is primarily intended to cause harm or injury or humiliation - Children (Scotland) Act 1995. Physical intervention would only ever be used in exceptional circumstances as **a last resort**, following the guidance outlined in Standard Circular C11 and St. Andrew's PS NC Physical Restraint Policy.



Playground Behaviour

Children should line up immediately when the bell rings. It is the responsibility of the class teacher to go out to the lines promptly when the bell rings as this will reduce low level incidents occurring. Each teacher should go out into the playground and settle their class prior to entering the building as this helps to create a calm and positive ethos. A staff member line leader will enter the playground promptly after each break to allow support staff to leave for their break.

Children should stay within the school grounds at interval. Safe, purposeful play is encouraged. In the interests of safety and or hygiene, children should not:

- Play in toilets
- Drop litter
- Climb on to the school wall, fence, roof or cycle racks.
- Throw objects.
- Fight, whether real or pretend.
- Re-enter the building at intervals, only doing so in the case of an emergency
- Bring to school their own toys

Children may be withdrawn from the playground for:

- Refusing to follow instructions.
- Incidents of verbal or physical abuse.
- Not completing class work due to inappropriate behaviour in class.

Staff in the playground should reinforce positive behaviour. Recurring inappropriate behaviour should be reported to the class teacher and management team where appropriate.

If a child is withdrawn from the playground the class teacher should, after the break, collect the child and take him/her back to rejoin the class. Indiscipline in the playground can affect the ethos in class, therefore it is important that the class teacher recognises an incident has occurred during break, reinforces positive, acceptable behaviour and then invites the child to rejoin the class.

Wet Weather

In bad weather children will be permitted to remain inside the school building. Children who do not behave responsibly during these times may be removed from their class and supervised by a member of the management team. Children who repeatedly do not follow school / class rules during these times may have the privilege withdrawn. All children should be seated at all times during a wet interval. Wet play procedures are clear are outline responsible staff and monitors.

Communication with Parents

Class teachers will use the pupil diary as a means of communicating with parents. Communication with parents should be informative and designed to ensure effective partnership between home and school. It should be specific, e.g. 'behaved inappropriately' does not inform a parent.

Class teacher should put a parent information sticker into a child diary to inform parents is he/she:

- Has lost golden time.
- Is not wearing school uniform.
- Does not have P.E. kit with them.
- Has had a break withdrawn.

SMT will inform by letter / phone call when a child is:

- Is involved in a serious breach of behaviour



Uniform

All North Lanarkshire schools have a dress code. Dress code must not lead to direct or indirect discrimination on the grounds of race, religion, gender or disability.

Clothing which is unacceptable in school under any circumstances include any items which:

- Could potentially encourage factions (e.g. football colours)
- Could cause offence (e.g. anti-religious symbolism or political slogans)
- Could cause health and safety difficulties such as loose fitting clothing, dangling earrings, and other potentially dangerous jewellery.
- Are of flammable materials which may be a danger in certain classes (e.g. shell suits)
- Could cause damage to flooring or pose a health and safety risk (e.g. wheelies)
- Carry advertising for alcohol or tobacco
- Could be used to inflict damage on other pupils or be used by others to do so.

Whilst it is not the policy of the authority to exclude a pupil from school solely on the basis of his/her dress, persistent refusal to respond to a reasonable dress code might be deemed a serious challenge to the Head Teacher's authority and be detrimental to the well being of the whole school community.

This policy will be reviewed and discussed with staff annually at the August in service day.