**Braehead Primary**

**Behaviour Management Policy**

**Consequences of not making positive choices:**

**Primary 1-7**

1. 1, 2, 3 magic used by teacher to help students get back on track and return to their learning:

**Verbal Warning**

**Warning 1 –** verbal warning “That’s a number 1 Duncan’.

**Warning 2 -** verbal warning “That’s a number 2 Duncan’and remind pupils of expected behaviour.

**Warning 3 –** SMT notified.

Mr Owens, Ms Carlisle or Mr McPherson will talk to you about why you are there. You will be asked to reflect on your actions/choices. They will decide if you need to spend time with them during playtime or lunch time as a result of your behaviour. They may decide to contact your parents or guardians to discuss your choices in the school.

**Playground**

**Warning 1 –** verbal warning “That’s a number 1 Duncan’.

**Warning 2 -** verbal warning “That’s a number 2 Duncan’and remind pupils of expected behaviour.

**Warning 3 –** Time out to the side (school assistant choice of where to stand). Referred to SMT.

Mr Owens, Ms Carlisle or Mr McPherson will talk to you about why you are there. You will be asked to reflect on your actions/choices. They will decide if you need to spend time with them during playtime or lunch time as a result of your behaviour. They may decide to contact your parents or guardians to discuss your choices in the school.

\*\*Pupils who are on an Individualised Behaviour Protocols may differ to the above. All behaviour protocols are available for staff to view in Staged Intervention paperwork.\*\*

**There are some behaviours that will result in the fast tracking of consequences such as acts of physical violence and verbal abuse.**

**Teachers will keep a record of warnings given each day and these may be shared in meetings with parents/guardians and other professionals.**

**Early Years Centre UNDER REVIEW**

Braehead Early Years Centre has a nurturing approach to dealing with all behaviours. When pupils require support to re-engage in learning due to behaviour; 1, 2, 3 Magic will be used by all practitioners to help pupils get back on track and return to their learning.

**1 –** verbal warning “That’s a number 1 Duncan’.*Practitioners should speak with pupil about the expected behaviour they are looking for.*

**2 -** verbal warning “That’s a number 2 Duncan’. *Practitioners should model the expected behaviour,*

**3 –** “That’s a number 3 Duncan and I would like for you to spend some time on the thinking chair’. *Time out to a Thinking Chair. Practitioners should reinforce expected behaviour through conversation and modelling expected behaviour. Pupil given opportunity to speak with key worker*. *Parents will be notified at pick up time if their child has had to spend time in the thinking chair.*

There are some behaviours that will result in the fast tracking of consequences such as acts of physical violence and verbal abuse.

\*\*Pupils who are on an Individualised Behaviour Protocols may differ to the above. All behaviour protocols are available for staff to view. Please ensure that you have read all up to date protocols in place.\*\*

**Braehead Primary Behaviour Tracking Sheet Class \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date – Week beginning \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*Populate the table with your pupils’ names. Circle the warnings as they are given.*

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| --- | --- | --- | --- | --- | --- |
|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
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