

Better Behaviour, Better Learning

Aims

It is the main aim of Symington Primary that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Behaviour management is designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

The school has "Six Symington Standards" as a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn linked closely to the United Nations Convention of the Rights of the Child.

The school expects every member of the school community and duty bearers to behave in a considerate and respectful way towards others. We treat all children fairly and apply this behaviour policy in a consistent way.

Our aim to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school recognises and promotes good behaviour, as it believes that this will develop an ethos of kindness and cooperation.

We instil a positive approach to our behaviour management at Symington primary and we are dependent on parents and carers to be supportive and reinforce the standards and strategies we use.

This guide further outlines how we do this.

Mrs Maria Galt (Head Teacher)

Golden Time



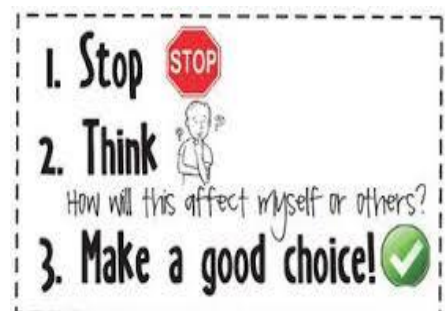
We implement *Golden Time* as part of our behaviour management here at Symington Primary for Primaries 1 - 7. *Golden Time* is a weekly timetabled slot of half an hour where the children choose fun activities to do as a reward for good behaviour, following the Symington Standards and working to the best of their ability. Each time a standard is not respected or a child is not putting in the effort into their work, five minutes is lost. There are opportunities to earn lost time back. When it is *Golden Time* the children who have lost any time sit out for their allotted time.

We also have *Shiny Golden Time* a few times within the school year where children can choose from a variety of different activities. For instance, in the summer term the children rotated round a variety of outdoor learning activities each week such as golf, hockey, den building and outdoor art. When a child has lost *Shiny Golden Time*, they sit with a member of the management team to talk about choices they should have made and to think reflectively.

The majority of our pupils never lose any *Golden Time* and some pupils only lose it occasionally over the year. This is fabulous and what we strive for amongst all of our pupils. It is more worrisome when it happens regularly so it is important we have support from home. Please remember that any child can lose time – it is not the end of the world, it is a learning experience.

- At the end of each term, the children who have not lost any *Golden Time* will receive a Head teacher's award.
- We would like to keep you informed if your child should happen to repeatedly lose *Golden Time*. We feel that parents would like to know if their child is persistently losing *Golden Time*. This will be done through a 'Behaviour Alert', a little note to say why your child has repeatedly lost *Golden Time*. This should be signed and returned to class.

With your support, *Golden Time* will continue to be a successful behaviour strategy.



Rights Respecting School



At Symington Primary and Early Years Centre we are committed to ensuring our young people are not only actively involved in their own learning but have a strong voice across the whole school. We are a Rights Respecting Gold Level school and we ensure a Rights Respecting ethos is instilled throughout the school and early years centre with 'rights' language and actions being maintained by all.

Class Charters and Playground Charter

At the beginning of each new session in August, each class creates a Rights Respecting Schools Class Charter where pupils explore the meaning of their rights and how to fulfil those rights. This also includes the role of duty bearers. Class charters are clear, fair and owned by the pupils. They are prominently displayed in the classrooms to enable them to be referred to. Each class, including the EYC, have charters displayed in their rooms. There is also a charter for the playground where "all children will have the right to relax and play..."

The Six Symington Standards

These are our core school standards and we actively encourage every child to respect them:

- BE GENTLE so that no one gets hurt
- BE KIND and helpful so people's feelings are not hurt
- BE HONEST and always tell the truth
- TAKE CARE of property and belongings so they are not damaged
- LISTEN to all people and pupils without interrupting
- BE RESPECTFUL to staff, pupils and visitors.

In addition to the above, the following will also apply:

- Walk quietly and sensibly to prevent accidents.
- Items which could harm or offence should not be brought to school.
- Stay within the school grounds unless permission has been given to leave.
- The carpark is out of bounds as it is dangerous.
- Mobile phones must be turned off and kept in school bags.

Early Years Centre

Children in the EYC are encouraged to follow a set of standards to ensure everyone is safe in their indoor and outdoor environments. The children are rewarded for respecting the standards and staying safe.

Children are encouraged to:

- Have walking feet
- Have listening ears
- Have kind hand and feet
- Have quiet voices
- Share
- Tidying up after themselves

The children are awarded positive behaviour reinforcing stickers on a daily basis and “Star of the Week” certificates which go home on a weekly basis.

House Points

Children are encouraged to be responsible and staff have high expectations for positive behaviour in school, in the playground and out with school on trips etc. Children receive house points for: good behaviour, going out of their way to be kind and helpful, perseverance when challenged, being respectful and polite, being a good friend, taking extra duties and responsibilities, sharing, good effort and special achievements. There are further opportunities to gain house points throughout the year such as during sports etc. Points are displayed on space themed wall in the gym hall. House points are totalled up at the end of the session resulting in the winning house receiving a fun afternoon to celebrate their achievement.

The houses are as follows:-



Brewlands



Dankeith



Rosemount



Townend

Head Teacher's Awards



Children receive head teacher's awards throughout the year consisting of a shiny gold sticker and their name in the "Big Book".

The Head Teacher's Book contains a page for every child in the school – it is a record of their personal and wider achievements both large and small.

Not everything that a child does will result in a ribbon or medal but many are personal triumphs or achievements. We enter these into the book and the children achieve certificates for the amount of personal entries they have received. They are always aiming for the next certificate and it has for many years instilled a great sense of pride and achievement in our youngsters. The children leave us in P7 with their page from the book which has travelled with them throughout school.

Some of our pupils are much more willing and eager to share than others but some of the things we see on a regular basis are – swimming awards, brownies/cubs/scout badges , football/rugby tournament medals, skating badges, horse riding rosettes, fun run medals, triathlon and many more. We also have children who bring the fabulous models or pieces of artwork they have undertaken at home and wish to share. Competitions are entered and children have tried new experiences which they may have been afraid to try before – we celebrate with them all.

Teachers also send pupils for a HT award for work in class where a child has shown particular effort, for continued accuracy or a piece which has made them very proud. Outstanding behaviour and acts of kindness are also recognised here. It is not a race, every child works through their certificates at their own pace and I am proud of the way they support one another to achieve their next.

Here is a list of the number of new entries needed to progress to the next level of certificate which is awarded at Assembly:

New Entries needed	Award	Symbol
4	Bronze Certificate	
4	Sliver Certificate	
4	Gold Certificate	
8	Diamond Certificate	
10	Platinum Certificate	
15	Shield	
5	Bronze Medal	
10	Silver Medal	
10	Gold Medal	
20	Personal Trophy	

Anti-Bullying Position Statement

“Bullying is both behaviour and impact: the impact is on the person’s capacity to feel in control of themselves. This is what we term at their sense of agency. Bullying takes place in the context of relationships: it is behaviour that can make people feel hurt, threatened, frightened and isolated. This behaviour happens face to face and online.”

Respectme 2018

Children have the right to work and learn in an atmosphere that is free from victimisation, harassment and fear therefore we are committed to working in partnership with parents and carers to ensure that all of our pupils feel safe and happy within Symington Primary and Early Years Centre. This statement is directly linked to Getting It Right For Every Child (GIRFEC) agenda which sets out how agencies and professionals work together to promote the welfare and rights of the children ensuring that they are safe, healthy, achieving, nurtured, active, respected, responsible and included. It is also directly linked to the UN convention for the Rights of the Child, where bullying behaviour goes against many of the UNCRC articles and may prevent children from enjoying their full rights and developing their full potential in later life.

What is Bullying?

Bullying can come in a number of forms when an incident occurs in isolation, leaving a child worried, unhappy and/or frightened such as:

- Name calling, insults or threats*
- Ignoring, isolating or spreading rumours*
- Pushing, hitting, tripping, kicking*
- Taking and damaging personal belonging*
- Online bullying: sending abusive messages or emails*
- Intimidation and extortion*
- Targeting someone because of who they are or perceived to be.*

Strategies to Prevent Bullying Behaviour

- Ensure the whole school community is aware of the school’s Anti-Bullying policy and this is shared with parents and carers*
- Victims of bullying will be treated in a supportive manner*

- *Appropriate action, sanctions and support will be given for the perpetrators of bullying*
- *The school community is committed to investigating and combating all bullying behaviour*
- *Behaviour policy reflects school values and rewards/consequences link directly to these values – both in classroom and playground*
- *Monthly focus at whole school assembly time (e.g.*
- *Annual Anti-Bullying focus for whole school (November)*
- *Health and Wellbeing curriculum and Circle Time in class to help raise awareness of what bullying behaviour is and to ensure children know what to do if they feel they are being bullied or witness a bullying incident*
- *Planned anti-bullying activities e.g. Show Racism the Red Card, Internet Safety and Anti-Bullying Week*
- *Opportunities for pupils to produce anti-bullying posters, drama activities etc.*
- *Nurturing approaches to help pupils discuss and practise how to demonstrate school values and build resilience*
- *School's commitment to highlight children's rights and to sustain Rights Respecting level Gold.*

Responding to Bullying Incidents

When a young person claims to have experienced bullying behaviour, each incident is treated swiftly and consistently. How the person who has experienced bullying behaviour perceives his/her situation is important and is taken seriously so as not to avoid short or long term damage to the child and his/her feelings of self-esteem, self-worth and value. Impartiality is respected, with the knowledge of the incident limited to those directly involved with the incident and with any necessary actions that follow. A member of the management team is informed at the earliest opportunity with the incident recorded appropriately. Parents are informed if appropriate as are outside agencies. Sanctions are in place for any child who displays bullying behaviour and explained that this may lead to an exclusion.

Should parents exercise their right to take further action, then follow the South Ayrshire "Listening To You" complaints procedures.

Online Bullying

The school will inform parents when online bullying is reported. The steps parents, or the school in consultation with parents, may consider taking are:

- Parents/carers to ensure appropriate parental settings are set on home computers and other IT media*
- Look through messages that have been received and kept*
- Changing mobile number*
- Changing online profile*
- Involving other agencies*
- Supporting child who is experiencing online bullying and/or child displaying bullying behaviour*
- For bullying behaviour – explaining that there are serious consequences resulting in a criminal record.*

*Symington Primary School
and Early Years Centre*

*Promoting Positive Behaviour
Policy*



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Reviewed 2020



