

# **Bell's Brae Primary School**



## **Promoting Positive Behaviour Policy**

**February 2010**

## Rationale

At Bell's Brae Primary School we recognise that learning, teaching and discipline are closely linked. Effective teaching will meet pupils' needs and therefore make them more likely to participate positively in education. The school aims to foster self-discipline and to promote positive attitudes in pupils.

The need for schools to review this area as a matter of priority is outlined in a key Scottish Executive report "Better Behaviour - Better Learning" (June 2001). Our policy is a response to recommendation 6 of the report, which states that:

*'Schools should agree and adopt policies for the management of pupils' care, welfare and discipline, including the promotion of positive behaviour. Particular attention should be paid to expectations, rules, rewards and sanctions. These policies should be applied consistently.'*

## Aims

- To encourage a positive, calm and purposeful atmosphere for all.
- To work in partnership with parents and pupils to maintain high standards of behaviour that promote the well-being of all children and staff.
- To establish a consistent approach to promoting positive behaviour across the school.

## Managing positive behaviour

Positive behaviour is achieved in two ways:

1. Prevention - strategies which encourage each pupil to develop a sense of personality and self discipline.
2. Management - strategies which can be implemented to respond positively and effectively to unacceptable behaviour.

We aim to do both by promoting positive behaviour through a number of initiatives and school policies and implementing understood sanctions when negative behaviour arises.

### Rights of Pupils

- To be able to enjoy their learning and give their opinions on learning.
- To be treated with respect.
- To be listened to.
- To feel safe.

### Responsibilities of Pupils

- To behave in a way which allows others to learn.
- To treat others with respect.
- To listen to others.
- To allow others both inside and outside of school to feel safe.

### **Rights of Staff**

- To enjoy the learning environment in which they work.
- To be treated with respect.
- To be listened to.
- To feel safe.

### **Rights of Parents / Carers**

- To be involved in their children's learning.
- To know that their children are safe and happy at school.
- To participate in positive communication with the school.

### **Responsibilities of Staff**

- To foster a stimulating environment which promotes learning
- To treat pupils fairly and with respect.
- To maintain a safe environment for everyone.
- To have high expectations.

### **Responsibilities of Parents / Carers**

- To take an active role in their children's education at school and home.
- To treat all staff and pupils in the school with respect.

### **Encouraging Positive Behaviour**

At Bell's Brae Primary School we use a variety of ways to promote and reward positive behaviour. These include:

Class charts

Certificates

Verbal approval

Table points system

Golden Time

Achievement Boards

Pupils/celebrity of the week

Head Teacher awards

Buddy system

Stickers

Circle time

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

Health and Wellbeing across learning: responsibilities for all: principles and practice, Curriculum for Excellence 2009

Most Friday afternoons all pupils in the school are able to participate in 30 minutes of Golden Time. During this time pupils take part in a choice of special activities. These might include games, gardening, art, playing with the younger children, construction activities and computer work. Pupils get the opportunity to mix with children from other classes and to meet staff from other areas of the school.

Each class operates a system appropriate to the age and stage of the children, which focuses on promoting positive behaviour in the classroom. If there is a behaviour concern the child will receive a warning. Should there be further cause for concern the child will lose Golden Time. Any pupils losing some of their 'Golden Time' will spend that time observing the other children and reflecting on what it means to break the Golden Rules. When his/her 'lost time' is completed, the pupil can join in the activities. It is expected that most negative behaviour incidents will be resolved with the pupil and class teacher working together. \_

If the class teacher and Management Team have ongoing or serious concerns about the behaviour or work progress of an individual child parent/carers will be contacted. Bell's Brae Primary actively encourages parental involvement to achieve the best learning environment for every child in our care.

## GUIDELINES FOR RESPONDING TO CHALLENGING BEHAVIOUR - WITHIN CLASS TIME

Level 1 Handled by Class Teacher	Level 2 Handled by DHT	Level 3 Handled by HT	Exit from room - used when level 3 behaviour continues Handled by MT. Exit from room may be required.
<u>Behaviour may include:</u> Talking in class at inappropriate times Not sitting in seat Constantly interrupting Arguing with other pupils Swinging on chairs Running in corridors Shouting out in class Playing practical jokes on peers Eating/ chewing in class Passing notes during lessons Being cheeky to each other Not completing homework Refusal to complete work Any other low level disruption.	<u>Behaviour may include:</u> Repetition of Level 1 behaviour Serious disruption of class Arguing with staff / being cheeky to staff Swearing Verbal and Physical bullying Complete refusal to comply with instructions	<u>Behaviour may include:</u> Fighting Physically/verbally abusive to staff Endangering others Constant repetition of Level 1 and 2 behaviours Stealing Malicious vandalism	<u>Behaviour may include:</u> Behaviour Fighting Physically/verbally abusive to staff Endangering others
Staged Response 1. Non Verbal - Gesture/Look 2. Verbal Warning - Remind child of choice re. behaviour, quiet instruction of what to do, repeat instruction. 3. Repeated Verbal Warning/Warning Card.	Staged Response 1. The pupil is sent to DHT for discussion about behaviour. In addition all Golden Time from that week is lost. 2a.If behaviour continues pupils will have quiet time with DHT or HT (pupil must bring work with them). This will be for a maximum of thirty minutes and during lunchtime. 2b.Discipline sheet sent home-parent must sign this sheet. A copy is filed with the HT.	Staged Response 1. Meeting between pupil and HT with discipline sheet sent home. (A phone call may also be made at this time and ongoing behaviour will be monitored.) 2. Meeting between pupil, parents and DHT or HT. 3. Depending on the severity of the incident: start exclusion procedure. 4. Consideration will be given to carrying out a risk assessment on particular pupil behaviour 5. Review meetings and referral to outside agencies will be take place if deemed necessary.	1. Message sent to SMT with pupil removed from class or class will be removed.  2. The staged response for Level 3 is then put into motion.

## GUIDELINES FOR RESPONDING TO CHALLENGING BEHAVIOUR - PLAYGROUND

Level 1 Handled by playground support staff	Level 2 Handled by playground support staff & DHT	Level 3 Removal from playground - Handled by HT
<p>Behaviour may include:</p> <ul style="list-style-type: none"> <li>• Name Calling</li> <li>• Minor incidents e.g. pushing</li> <li>• Areas of playground not being used appropriately</li> <li>• Dropping Litter</li> <li>• Minor arguments</li> <li>• Disregarding instructions from playground support staff</li> <li>• Disrupting others' games</li> <li>• Picking on other children</li> </ul>	<p>Behaviour may include:</p> <ul style="list-style-type: none"> <li>• Consistent Level 1 behaviour</li> <li>• Continued disregard for procedures, instructions and responsibilities.</li> <li>• Disregard for the end of playtime</li> <li>• Swearing</li> <li>• Arguing with staff/being cheeky to staff</li> </ul>	<p>Behaviour</p> <ul style="list-style-type: none"> <li>• Consistent Level 2 behaviour</li> <li>• Physical fighting</li> <li>• Going out of school grounds without permission</li> <li>• Verbal abuse(including swearing) at staff</li> <li>• Bullying</li> </ul>
<p>Staged Responses</p> <p>1. Verbal Warning 2. Discussion with member of playground support staff. If behaviour continues name is entered in behaviour book at Level 1. Class teacher is made aware of any pupils in their class who have been entered in the behaviour book.</p>	<p>Staged Responses</p> <p>1. Child's name is entered in behaviour book at Level 2 and shared with DHT. 2. Pupil sent to member of management team on lunchtime duty for discussion about behaviour and behaviour is logged.</p>	<p>Staged Responses</p> <p>1. Parents are informed. Lunchtime Alternative Activity arranged for following lunchtime. 2. Meeting between parent, pupil &amp; DHT or HT as soon as possible. 3. Depending on severity of incident: start exclusion procedure.</p>

