



Working together to provide positive learning experiences in a safe, supported, caring environment and promoting a love of learning for all"

Respect

Learning

Responsibility

Happiness

Friendship

Achievement

"If you believe you will achieve."

Behaviour Policy and Procedures Parent information November 2021

Our approach to behaviour management focuses on agreed consistencies across the school, the expectation of excellent behaviour, positive relationships and restorative practice.

Our school rules are **Ready, Respectful and Safe** and these will be used at all times when having behaviour related discussions with our pupils.

There is no longer a display in classrooms coded by traffic light colours, displaying names of children and how they are behaving. Instead, there are recognition boards, where only names of children demonstrating excellent behaviour are displayed.

At High Blantyre Primary School, excellent behaviour is actively sought by all staff and we have high expectations of our learners, with regards to behaviour, effort and attitude to learning. We expect everyone to be **Ready** to learn, **Respectful** to everyone and to behave in a way that is **Safe**. There is a strong emphasis on rewards, to encourage learners to display excellent behaviour, to recognise children who continuously behave well and children who go 'Over and Above'.

The reward systems we have in place are:

- Verbal praise - linked to our 3 rules: **Ready, Respectful & Safe**
- Recognition boards in classes
- Personal points for work
- Star of the Week Certificates
- Weekly celebration at Assembly
- Monthly achievement Assembly
- Star of the Week bench at Assembly
- Special Golden Table in dining hall on a Friday
- Certificates displayed in dining hall
- Display of Pupil good Work on the HT Award Board

Sanctions

Minor Incidents

Minor Incidents/low level disruptions in school, will be dealt with by the adult involved with the learner at the time of their behaviour and will follow the stepped sanctions listed below.

1. Redirection - Gentle encouragement in the right direction regarding expected behaviour in relation to identifying positive behaviour
2. Reminder - Reminder of the expectations Ready, Respectful, Safe
3. Caution
4. Last Chance
5. Time out and follow up restorative conversation

If a child gets to stage 5 of the sanctions, the following next steps will be followed to communicate with parents/carers:

P1-2 pupils: The class teacher will have an informal word with parent/carer at pick up or drop off.

P3-7 pupils: The class teacher will send home a letter to parent/carer to inform them of behaviour.

If a teacher has to speak to a child's parent/carer or send a letter home twice in one week. There will be an appropriate sanction discussed with the child.

Sanctions are individual for every child and circumstance and may be as follows:

Primary 1-2: 5/10 minutes missed of playtime

Primary 3-7: All or some time missed from playtime
All or some time missed from MUGA

More Serious Incidents

More serious incidents will always be dealt with as a matter of urgency and followed up thoroughly. The course of action will depend on the circumstances of the situation and the reasons for the incident. Possible responses may include:

- Reflection Time
- Loss of Privilege
- Loss of Role or Responsibility
- Withdrawal from lessons

Managing behaviour in the playground.

If a child is observed to be behaving inappropriately, support staff in the playground, will calmly call them aside and discuss their behaviour with regards to our rules **Ready, Respectful, Safe**, as appropriate.

If the behaviour is repeated- the child will be reminded to adapt their behaviour as required.

If behaviour is again repeated- the child will be asked to take time out in the time out area.

If a child is given time out on three occasions in one week, the member of support staff and class teacher will discuss an appropriate sanction with the child, e.g. missing a playtime/ after school club. This will be followed up with a phonecall home.