



FALLIN PRIMARY SCHOOL
POSITIVE BEHAVIOUR POLICY

Introduction

At Fallin Primary we aim to help every child to be the best that he/she can be. The development of the whole child is paramount. To achieve this it is crucial that the environment and relationships within our school community contribute positively to an ethos of achievement.

Promoting high standards and high expectations of behaviour and a commitment to a positive school community is central to the success of our school and our children.

Our behaviour policy reflects our shared values, which have been developed in consultation with the school community and parents. These are:

- Respect
- Responsibility
- Honesty
- Fairness
- Consideration
- Happiness

We believe that children learn best in a positive environment where they are happy and free from tension and anxiety. As such, all staff will seek to promote good behaviour, not only in the classroom, but also in the playground, dining room and throughout the school generally. Consistency and fairness in approach to all will be important to the success of our policy.

Promoting Positive Behaviour

We will address behaviour issues with our values at the centre of decision making. In Fallin Primary we aim to:

- be courteous and polite
- co-operate with others, ensuring others rights and property are protected and respected
- have consideration and respect for other people and their feelings.
- be honest with others and ourselves

- give our best
- be helpful towards others in need
- trust each other to do what is right, or to apologise and make amends when we have been wrong

In fostering a positive ethos it will be important that rules and expectations are clear, understood and shared. To ensure this:

- Pupils, parents and staff will together formulate, implement and review our managing behaviour policy
- Recognition and rewarding of positive behaviour will be celebrated
- Parents will receive a copy of our policy and be asked to discuss this with their children
- Children will have many opportunities to be familiar with school rules and expectations, specifically:
 - Full class discussion at the beginning of each session
 - Focus at Circle time
 - School rules and values displayed in every classroom and around the school
 - In depth discussion during PSD activities within Health and Wellbeing
 - Focused house/school assembly discussions to be introduced
 - Playground - reinforce good/appropriate play ground behaviour.

The following positive strategies are examples of some which will be employed to promote good behaviour:

- House system – points, awards, certificates
- Special House prizes
- Verbal recognition and praise
- Stamps, stickers and written comments
- Recognition at assemblies
- Class Targets
- Class rewards
- Classroom responsibilities
- Share good work with other classes, teachers, parents and SMT
- Represent class/house/ school at various activities
- Enrichment outings
- Visitors to class/school
- Circle Time
- Friday activities
- Monitors/House captains
- Playground assistant's recognition of good behaviour house points and privileges

Strategies – Avoiding Inappropriate Behaviour

Our behaviour policy is designed to support the way in which all members of the school can work and develop together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and to develop self confident, caring children who value themselves and others, taking responsibility for their own learning through their attitude to work.

Teachers and staff at Fallin will:

- Get to know you, engage with you, show they care about you and value you as a person
- Create a secure structured environment and establish clear expectations about what needs to be done
- Empower you to learn and actively involve you in something that interests you and you enjoy
- Give you supportive feedback which is honest and accurate as well as affirming

Classroom Rules

Each class will develop specific rules, which will ensure the rights, and responsibilities of all are adhered to. These rules will enhance our agreed school values and are designed to explain the behaviour expected by all classes.

- Always follow instructions the first time.
- Always walk inside school.
- Keep hands, feet and objects to yourself.
- Use appropriate school language: no name calling, teasing, swearing or shouting.
- Always give of your best
- Listen carefully without interrupting.
- Always respect each other and each other's property.
- Always tell the truth

Children who keep to the rules will be rewarded, all children are entitled to Friday activities (afternoon session as a reward each week, and children who do not, will have agreed disciplinary sanctions (see list of agreed sanctions) applied to them.

Dealing with Inappropriate Behaviour

Despite the emphasis on promoting positive behaviour there will be times when a child's behaviour does not meet expectations. The following behaviours are unacceptable in Fallin Primary School.

- Fighting/play fighting
- Hitting

- Swearing/rude gestures
- Spitting
- Excluding others
- Bullying – which may include elements of the above
- Vandalism
- Theft
- Inappropriate comments (foul language, racist comments, insults, threatening/aggressive language to members of the school community)

Class teachers and Support staff will deal with behaviour issues in the first instance. Serious and persistent inappropriate behaviour must be reported to SMT. PTs in the first instance, then DHT and finally the HT.

We the staff of Fallin Primary, will respond to this behaviour by:

- Reminding children of the school rules and their agreement to stick to these.
- Provide support to allow children to change this behaviour
- Teachers should inform parents of inappropriate behaviour at an early stage to allow support for the child. Regular and planned contact should be maintained by class teachers.
- Implement fair and appropriate sanctions as detailed in the policy.
- Staff will develop and use shared resources

Agreed list of sanctions:

If a child chooses to break the School rules and behaves inappropriately an agreed staged set of sanctions will come into force. These are:

Action	Sanction
Step 1: A reminder of expectations is issued	Verbal warning (1).
Step 2: A second warning is given to the child and reminded of how to improve.	Verbal warning (2)
Step 3: 'Time out' within the classroom.	
Step 4: Class teacher discusses behaviour with child in class and ways to move situation forward: (i) teacher and child set target for rest of school day. (ii) Incident logged by Class teacher. (iii) Parents contacted at end of school day by Class Teacher – in person/by phone (iv) Class teacher reports to PT what	Loss of privileges: loss of a break, lunch, after school club – supervised by CT or SMT as appropriate Excluded from House meeting/rewards – have to earn right to get back into house

discussion has taken place with parents.	
Step 5: MT are informed of situation. Where possible, Class teacher will be given an opportunity to discuss behaviour incident with pupil on 1:1 basis (outwith class) whilst SMT cover class. Class teacher to use script (see appendix ...)	Loss of privileges (e.g morning and lunch break)
Step 6: Meeting set with SMT for child, parents to discuss situation. Withdrawal of additional privileges	Child will not participate in house activities/excursions/up-coming event

Sanctions will:

- Be immediate and time contained.
- Be fair, appropriate and in proportion to the cause.
- Be applied consistently, but always take account of individual circumstances.
- Allow children to maintain dignity at all times.

Be explained clearly to the child, and the misdemeanor identified exactly

Serious misbehaviours do not warrant this staged approach and children consistently choosing unacceptable behaviour can face exclusion.

Serious incidents will directly involve the Senior Management Team:- DHT or PT, providing assistance in school support provision or external provision via Staged Intervention Process – for children already involved in this process

Children displaying frequent unacceptable behaviours may, pending circumstances, require inclusion in Staged Intervention. Where persistent behaviours form the basis of a Staged Intervention Programme, a Behavioural Plan may also be necessary. Behavioural Plans contain a statement of expected behaviours and agreed consequences developed in partnership with the child and his/her parents/carers and CT.

In all cases, communication between School and home is vital. Often this is achieved via a behaviour record sheet which is completed both at home and School with the child involved in the reasoning and decision making behind the outcomes.

The Role of Parents and Carers

At Fallin we recognise the value of working in partnership with our parents, carers and other agencies to facilitate the best education for their children.

When children's behaviour gives us cause for concern we would wish to work together to support the child and to agree strategies for improvement of the situation. We believe this approach will have a significant impact on the positive ethos of Fallin Primary School.

Parents should expect to be informed if inappropriate behaviour is persistent, and their child is not successfully making the changes needed. Teachers should call parents early, and should set up contact to review and further support the behaviour changes. If the behaviour is not modified parents will be asked to attend a more formal meeting where together, we can plan support for your child, and next steps.

The Role of Children

We will seek to involve our children in developing expectations, rules and sanctions. We will foster a sense of ownership and commitment to our school community. All children will be expected to accept responsibility for their behaviour, any consequences and to work with staff, parents and their peers to create solutions and outcomes which are acceptable and fair to all involved.

The Role of the School

All staff members are committed to developing positive relationships within the School Community.

Some children may find play and lunchtimes difficult and we aim to be pro-active in offering opportunities to support them. E.g. Lunchtime clubs, Peer support, Buddy Support

We recognise that all children make poor choices or need support from time to time and we will consider these to be learning opportunities. Some children may experience difficulty modifying their behaviour and will require much support in managing this effectively.

Staff will endeavour to make time to listen and to investigate concerns, in order that:

- Children learn that inappropriate behaviour will be exposed
- Incidents should be reported honestly and without bias
- Children are reminded often of the School and Class rules and our values
- All children are given the opportunity to develop positive behaviour
- Children can live harmoniously with all others
- Through the House System children will have a sense of belonging to the school community

All staff should challenge inappropriate behaviour in all areas of the school, throughout the school day; naming the behaviour and the change necessary, and praising appropriate behaviours.

The Curriculum

As part of the curriculum, children will follow a programme of PSD (will be developed- linked to values) throughout their years at primary school. This will involve counselling on behaviour, on self-esteem and on strategies to deal with their own and other's behaviour. These are essential skills that will serve them well as children and as adults.

Promoting positive behaviour through the House System

There are 4 houses in Fallin, these are : Bannock, Forth, Ochil and Polmaise