



Stirling Council

Buchlyvie Primary School

Promoting Positive Behaviour



Date agreed: September 2018

Bodies consulted: Staff and Parents

Planned review date: September 2019

Promoting Positive Behaviour Policy



Rationale

At Buchlyvie Primary School we aim to develop each child to achieve their full potential by providing a safe, secure environment in which quality teaching and learning takes place to maximise attainment and achievement. To achieve this we plan for continuous improvement, working with parents, children and the wider community. The ethos we strive to create is based on the values of honesty, respect, confidence, tolerance and responsibility.

Aims

- To promote education and care of a high standard with a vision that puts children first;
- To value diversity, promoting social inclusion to reduce inequality and raise achievement in a welcoming environment;
- To encourage the personal growth of staff and pupils;
- To enrich the educational experience for the pupils through developing creativity and ambition; and
- To seek progress through partnership working with people whom we share a common purpose.

Objectives

Buchlyvie Primary School is committed to enable our pupils to:

- Consciously take ownership and responsibility for their behaviour;
- Respect everyone's right to learn; and
- Display positive behaviour consistently.

Roles and Responsibilities

Within Buchlyvie Primary School there is a sense of collective responsibility, consistency and high expectations from all members of staff, teaching and non-teaching, of each child by.

- Reinforcing our school values;
- Adopting a Nurturing Approach;
- Establishing classroom rules;
- Using a 'Growth Mindset' approach to improve confidence;
- Providing appropriately differentiated tasks;
- Being proactive in the implementation of behaviour strategies; and
- Applying sanctions in line with this behaviour policy.

Everyone should be a good role model:

- Being consistent, fair, calm and patient;
- Showing respect to everyone in school; and
- Listening purposefully to others.

Headteacher

It is the responsibility of the Headteacher to:

- Ensure Buchlyvie Primary School's Policy is implemented in a manner which leads to all staff being clear about their roles and responsibilities;
- Create a climate of mutual respect and of feeling valued, where achievement is celebrated;
- Ensure equality and fairness, tolerance and understanding in a consistent manner;
- Engage all staff in developing an ethos of achievement by promoting positive behaviour within an agreed system of rewards and sanctions;
- Provide access to appropriate Continuing Professional Development opportunities to support all managing the implementation of the Promoting Positive Behaviour Policy;
- Monitor and track the progress of children;
- Ensure children's needs are met through a clear process for Staged Intervention;
- Communicate with parents and external agencies when appropriate; and
- Ensure that finances and resources are available to allow the full implementation of this policy.

Senior Leadership Team

It is the responsibility of the SLT to:

- Embed the principles of Promoting Positive Behaviour in all aspects of their remit and demonstrate leadership in this area;
- Support all staff to deliver the Promoting Positive Behaviour Policy;
- Promote an ethos of achievement and a climate of positive relationships;
- Identify individual pastoral needs and liaise effectively with Children's Services, parents/carers to ensure the best possible supports for all children and young people; and
- Liaise with the Class Teacher and Support for Learning Teacher to ensure all children's needs are met.

Role of the Teacher

Teaching staff has responsibility for providing:

- A set of class rules displayed at the beginning of each session, put together with the children, which links with the articles from the United Nations Convention on the Rights of the Child;
- Promote a 'Growth Mindset' approach to build confidence in children;
- Make provision to cater and support the needs of the individual;
- Use 'Fun Friends' or 'Friends for Life' programme to encourage resilience and positive social interactions;
- #ChooseRespect week annually as part of the HWB curriculum;
- Provide opportunities for meaningful and constructive feedback e.g. plenary sessions, circle time, Talk Box; AifL strategies, 1:1;
- Immediate and regular praise through Class Dojo;
- Recognise individual successes and use meaningful rewards to reinforce appropriate behaviour; and
- Implement House Points System.

Support for Learning Assistants

It is their responsibility to contribute to the schools Promoting Positive Behaviour Policy through support for children in class and playground.

Children

We believe that every member of our school has the right to learn, to play, to feel safe and be respected. All rights imply and entail responsibilities. Just as teachers and adults in school have a role in promoting positive behaviour so do all children have a responsibility to:

- Embrace the school values by following the rules for expected behaviours within school;
- Develop and increase awareness of how their actions may impact upon the safety of themselves and others;
- Follow the Golden Rule; Treat others as you would want to be treated yourself;
- Co-operate by following instructions given by adults and current school rules;
- Be actively engaged in opportunities for learning;
- Ask for help politely and be patient if waiting;
- Behave in a calm and orderly way around the school;
- Be aware of how their noise level affects others concentration;
- Listen to others and expect to be listened to;
- Be prepared and organised for school;
- Look after all school resources; and
- Give of their very best in all aspects of their school life - developing their potential as successful learners, responsible citizens, effective contributors and confident individuals.

Parents and Carers

Parents and Carers have responsibility for fostering home/school partnership. Parents and Carers are encouraged to play an active role in supporting their children's education.

- Communicate positively with staff in matters affecting attendance, punctuality, homework and pastoral care;
- Reinforce this Behaviour Policy promoting high standards of conduct and expectation;
- Engage positively in the life of the establishment through attendance at reviews, parents meetings, fundraising events and other arranged activities;
- Subscribe to Class Dojo to receive regular updates on a child's behaviour in school;
- Implement the strategies for 'Fun Friends' and 'Friend's for Life' at home to encourage resilience and positive social interactions;
- Support teaching staff and senior managers in encouraging their children to behave well, in order to create a positive learning environment; and
- Work in partnership with staff to help address the needs of their children and develop strategies for ensuring high levels of success.

Rewards and Sanctions

Behaviour during learning is monitored by the teacher who tracks rewards and sanctions on an electronic tracking programme called 'Class Dojo'; it is used to promote positive behaviour by rewarding children with a Dojo point. When positive behaviour is displayed a Green Dojo is awarded, when negative behaviour is displayed a Red Dojo is issued.

Each child has an avatar, which receives the Dojo points. When a child receives a Green or Red Dojo this will be displayed on the electronic whiteboard and will be communicated instantly to parents via an App on their Smart Phone, Tablet or Computer. The Green and Red Dojos are agreed by the school community to reflect the school's values, and, roles and responsibilities so that everyone is safe, respected and has the right to learn and play; these are regularly promoted at Assembly, displayed in school and class incentive charts for positive behaviour.

Behaviour during playtime is monitored by the Support for Learning assistants who will reward positive and negative behaviour by giving a child a Dojo card. The teacher will add the point after playtime.

Rewards

Children regularly receive 1 Dojo point for displaying positive behaviour. If a child receives a point for displaying one of the school values he/she will receive 2 dojo points. If they receive a class Teacher award they will receive 3 Dojo points, and, if they receive a special Headteacher award they will receive 5 Dojo points.

Children collect the Green Dojos during each week and receive a reward when they reach key increments. The children in each class have agreed the rewards with their class teacher. The child who has received the most Dojo's in a week will receive a certificate at Assembly.

When children reach the agreed amount of Dojo points they will receive a special pass to the Headteacher's Tea Party. Points will be accumulated and will only go back to 0 after this has been reached. Red Dojos are issued for unwanted behaviour and have negative values, so if a child receives one it will be deducted from the green scores. This means that it may take a bit longer for some children to go to the tea party but they will go when they reach 100. In class, children will agree a set of incentives at set scores as they aim for their final amount.

From time to time a child may receive a Red Dojo if their behaviour has been unsatisfactory, if this happens the teacher will send an explanation of what has happened through the 'Message' tool. If a teacher would like to speak to a parent about any small concerns they may have, or, feel that a child may need some support from home with their school work; the teacher will Message a parent to invite them in at the end of the school day or arrange a convenient time. This does not change a parent organising a meeting by telephone or email through Alison, it is an addition to this to help support learning in school.

Sanctions

If a child displays negative behaviours then a verbal warning will be given, if this behaviour continues then a Red Dojo point will be given. Likewise, a child will be given one warning in the playground before a Red Dojo is given. When a child receives a Red Dojo, they will lose their age in minutes of break by returning inside to sit outside the staffroom. The behaviour will be communicated verbally to the class teacher immediately after break so that she can award a Red Dojo. Types of behaviours, which do not promote our vision and values are listed below:

Behaviour that does not promote a hardworking school e.g.

- Continual talking
- Interrupting
- Unprepared for learning, having pencil organised
- Off task

Behaviour that does not promote a caring environment. e.g.

- Uncooperative with peers and adults
- Inappropriate language & gestures

Behaviour that shows a lack of responsibility e.g.

- Not looking after school property
- Unprepared

Behaviour that shows a lack of respect e.g.

- Poor Listening
- Unkind

However the following behaviours will immediately receive 3 Red Dojo points:

- Bullying Behaviour
- Behaviour that has injured others
- Taking or damaging someone else's property
- Picking on someone
- Tripping someone up
- Pushing
- Deliberately ignoring or 'leaving someone out'.
- Spreading Rumours
- Racial abuse

The class teacher monitors Red Dojos and if not quickly resolved then this is reported to the Principal Teacher who will advise on appropriate action to be taken. Children requiring support will receive appropriate interventions.

However, if 3 Red Dojos are given in one week or 2 Red Dojos have been given consistently over a period of 3 weeks, a Level 1 Standard Letter will be sent home along with a reflective task to be signed by the child and parent/carer.

If 3 Red Dojos are given in 2 consecutive weeks, a Level 2 Standard Letter will be sent home and parents/carers will be invited to meet with the class teacher to discuss inappropriate behaviour. The child will be required to attend the meeting.

If 3 Red Dojos are given in 3 consecutive weeks, a Level 3 Standard Letter will be sent home that will invite parents/carers and child to meet with the Headteacher, Support for Learning Teacher and Class teacher to discuss inappropriate behaviour. A wellbeing assessment will be carried out to determine the possible causes of the behaviour displayed. The Learning Support Teacher may undertake more detailed discussions with a child who is experiencing difficulties e.g. putting a plan in place to support a child to self-regulate their behaviour or use the 'incredible 5 point scale'. Staged Intervention is put in place in consultation with the parent and child.

Home/School link

Parents are valued contributors and as such they are kept fully informed of the Positive Behaviour of their children at Fintry Primary through Class Dojo. Positive achievements are celebrated through newsletters, information leaflets and workshops/open afternoons and Learning Journeys. Children are asked to add a Personal achievement to their Learning Journey each term. Parents are actively encouraged to support Fintry Primary School's Positive Behaviour Policy.



































Parents are invited to attend consultation evenings and reports are issued annually. Any parent who is concerned about their child's behaviour in school or at home is encouraged to contact the school. Firstly, Class Teacher followed by the Headteacher to discuss concerns. Parents of children who are experiencing difficulties are invited to attend additional meetings to discuss further strategies to support positive behaviour in school.

Personal Achievements

Throughout the year we will encourage children by awarding certificates for Confident Individual, Successful Learner, Effective Contributor and Responsible Citizen. At the end of the year our Special Achievements Assembly will celebrate our success throughout the year.

Management, Leadership and Quality Assurance

School aims are shared with staff, children and parents through the Positive Behaviour Policy. Curriculum Planning ensures that learning and teaching meet the principles of Curriculum for Excellence. Tracking and monitoring meetings are carried out each term between the Headteacher and class teacher to allow professional dialogue on progress and attainment of children. Senior management is involved in classroom observations, which include promoting a positive climate for learning. Self-evaluation of the quality of the learning environment is the responsibility of all staff and the Senior Management Team. Quality indicators described in 'How Good is Our School?' will be used to evaluate the on-going effectiveness of this policy.

 2 Caring	 3 Class Teacher Award	 1 Doing Extra Homework	 1 Following Instructions	 -3 Belongings taken/damaged	 -3 Bullying Behaviour	 -1 Disrespect	 -3 Ignoring
 1 Good Listening	 1 Good Manners	 1 Good Sitting	 5 Head Teacher award	 -1 Interrupting or Shouting out	 -1 Not following Instructions	 -1 Off task	 -3 Physical or verbal abuse
 1 Helping others	 2 I overcame a challenge	 1 On Task	 1 Prepared	 -3 Picking on Someone	 -1 Poor Listening	 -3 Pushing	 -3 Spreading Rumours
 1 Recycling	 2 Respect	 1 Teamwork	 2 Tidying	 -3 Tripping Someone Up	 -1 Unkind	 -1 Unprepared	 Edit skills
 2 Working Hard	 Edit skills						