**Bellsquarry Primary School - Promoting Positive Discipline** 

*Our school aims to provide a positive, supportive environment. We actively work to promote relationships, social skills, and effective communication – to enhance self esteem and increase pupil responsibility. In our busy school, teachers and staff will offer opportunities and contexts which allow pupils to develop these skills in a real and meaningful context.*

**Social Skills**

Cooperation, good communication, personal organisation.

**Responsibility**

To each other, to their work and to the environment.

**Relationships**

Opportunities to practise and improve relationships

* Rights Respecting Schools
* Child sponsorship
* Citizenship
* Eco schools work
* Pupil council
* Buddy system
* Residential experiences
* Outings and visits
* Community involvement
* Playground games
* Playground monitors
* Healthy tuck shop
* Litter patrol
* JRSOs
* Committee groups
* Assemblies/services
* After school clubs
* Peer moderation opportunities

**Self esteem**

Opportunities to practise and improve self esteem

* Certificates and stickers
* Curriculum for Excellence awards
* Negotiation of class rules
* Golden time
* Class charts/rewards systems
* House system
* Special person/’star of the week’
* Achievements wall

**Communication**

Opportunities to practise and improve communication

* Rights Respecting Schools
* Pupil voice policy
* Questionnaires
* Pupil council reps
* Eco school reps
* Global citizenship reps
* Committee groups
* Kid’s corner on newsletter
* Assemblies
* Community times
* Circle time activities
* Open afternoons
* P7 helpers at Parents’ Consultations
* Class bubble boxes

A high standard of behaviour is expected in Bellsquarry Primary School. All staff work together with all children to maintain high standards and promote positive behaviour.

* Children are supervised in corridor areas and are expected to walk quietly in lines around school
* Children are supervised at toilet areas
* Children are supervised at cloakroom areas
* Positive discipline used first – ‘I like the way \_\_\_\_\_ is sitting up/ listening/ following instructions
* ‘raise hand’ system to get large group’s attention
* Classroom organisation helps maintain good discipline e.g. room to walk around easily, materials to hand, systems and routines known to children
* Children negotiate and know class rules
* Sufficient time is available for calm, unhurried preparation at change over time e.g. lunch, break, end of day
* Children are lined up and leave calmly at break, lunch, end of day
* Wet playtimes – what class is and isn’t allowed to do is clearly displayed
* The same level of good behaviour is expected at after-school clubs – behaviour contracts and information should be given out after all clubs are set up

**Incentives**

* Praise
* HT certificates, stickers, CfE awards
* Children can be sent to promoted member of staff at any time for praise, reward for good work, behaviour
* Golden time
* Special responsibility within class or school
* House points
* Special person/’star of the week’

**Sanctions**

* Warning Cards
* Loss of Golden Time
* Red Slips

Red slips are monitored by the SLT. A pattern of unacceptable behaviour will be discussed with child, staff and parents.

* Red slips are sent home to notify parents and the child will be asked to meet with a member of the SLT
* If three red slips are received within one term, then parents will be asked to attend a meeting with the HT.
* If it is a serious incident, red slips will be bypassed and parents called immediately

An action plan will be put into place (behaviour plan). This might include the use of a monitoring chart, small steps towards better behaviour.

Incidents in the playground are dealt with by the member of staff involved. If it is deemed necessary, that member of staff will relay information to the class teacher and/or promoted members of staff.

More serious incidents will be noted in the incident book (kept in main office).

Children who continually misbehave or are involved in an incident deemed serious, they will be given a red slip after a verbal warning and/or time out.

**Unfinished work/homework**

Flexibility will be built into weekly timetables in order to give children opportunities to complete any unfinished pieces of work. If work is still not completed by a Friday, or homework is not handed in, then children may be given the choice of whether they would rather finish this during Golden Time or take the work home to finish over the weekend.

**Appendices**

* Discipline ~ slip system overview
* Red Slip ~ meeting with SLT, copy of red slip sent home

**Promoting Positive Discipline Policy**

**Behaviour Slip Overview**

**Red Slip (Behaviour)**

Red slips may be issued because of behaviour that infringes on peer rights or demonstrates a lack of respect. Children should bring the slip to the HT, or if the HT is not available, another member of the SLT. A copy of the slip should also be sent home in order to notify parents.

Children who receive 3 or more red slips in a term will get a letter sent home by the HT, asking parents to discuss the issues with their child.

**NOTE: Please remember to date all slips.**

BELLSQUARRY PRIMARY SCHOOL

**RED SLIP NOTIFICATION**

WHO\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_PRIMARY\_\_\_\_\_\_\_\_\_\_\_\_\_

WHEN\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

WHY\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date\_\_\_\_\_\_\_\_\_ Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Please send to HT

Please detach and send home:

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BELLSQUARRY PRIMARY SCHOOL

**RED SLIP NOTIFICATION**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ has received a red slip today

because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

They have met with a member of the management team to discuss this.

Date\_\_\_\_\_\_\_\_\_ Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Comment\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date\_\_\_\_\_\_\_\_\_ Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_