



Behaviour Policy

October 2012

Behaviour Policy

Aims

To work together to provide a positive learning environment in which each pupil is valued and supported

We aim to work in partnership with pupils, parents and the wider community for the benefit of all

Rationale

Good behaviour and consideration for others are essential for an effective and safe environment for learning and playing.

Ethos

Children will be encouraged to have a high standard of behaviour through praise and rewards. All school staff will work together to achieve this by demonstrating mutual respect and co-operation and a spirit of fairness. There will be a clear understanding by both staff and pupils of behavioural expectations, rewards and sanctions.

Although preventative strategies will be used as often as possible to encourage good behaviour with the best will in the world incidents do occur and appropriate sanctions will be used.

Most situations are dealt with within the classroom, taking care to criticise the behaviour and not the child, but on occasions more serious sanctions will be used.

Bullying

As we are all working towards a safe and happy environment, bullying in all forms will be regarded as serious. **We define bullying as repeated violation of another person's right to feel safe.**

We shall endeavour to provide our pupils with relevant strategies to deal with bullying both in school and outwith, as a preparation for life.

We want all children to feel able to confide any problems related to this and be secure in the knowledge that it will be dealt with fairly. To achieve this we promise to investigate complaints of name calling, intimidation - even in milder forms, in the hope that from our example, children will increasingly trust us and be more confident to tell the truth.

We should always be aware that pupil's complaints might sound trivial at the first telling. It is important to note that if the raising of such issues appears trivial or is at an inopportune time, teachers will offer a time, e.g. at bubble time, playtime, lunchtime etc and pursue the matter as soon as possible.

In dealing with less serious incidents we hope also to avoid many of the more serious outcomes. Children are encouraged to tell an adult at school or at home, if any intimidating incident occurs. That adult has responsibility to inform the class teacher, DHT or HT. Such matters will always be investigated, dealt with sensitively and parents involved where appropriate.

Involving Parents and the Wider Community

The personal and social development of our pupils must be fostered within the home-school partnership and the wider community. Parents are encouraged to have greater involvement with the school through Parent's Nights, school assemblies, clubs and helping in the classroom and on school outings.

The school's reputation can depend upon the behaviour of its pupils. The behaviour of children outside school, such as on trips, buses, outings and leaving school at the end of the day, is very important. Thus our aim is that children have a high self-esteem and an awareness of others which will be reflected in their good behaviour in the school and in the wider community.

Rights Respecting Schools

At Murrayfield Primary School children are encouraged to know their rights as detailed in the UN convention for the rights of a child. At the start of each school year every class discusses and selects relevant articles to form a class charter and pupils and staff agree to respect these rights. The charter then acts as a daily reminder for staff and pupils of the rights and will be referred to by the class teacher to reinforce appropriate rights respecting behaviour.

Routines

Children will be encouraged to adhere to the following routines at all times

1. Walking within the school building is essential for safety and to create a calm atmosphere within the school.
2. If doors have to be opened en route, the first two people in the line hold the door open until the class has passed through
3. Children are expected to show good manners in all aspects of school life.
4. Incidents of bullying, physical or emotional, should always be reported, and will be dealt with.
5. Children will be involved in making their own classroom rules/ classroom charter.
6. School uniform is encouraged and we ask parents that no football colours / emblems or clothing are worn, especially those with large advertising (particularly alcohol or tobacco) A pair of indoor shoes should be kept at school.
7. We strongly discourage pupils from wearing expensive clothing or jewellery, as we can take no responsibility for them.

Note that Class Teachers will teach the Rights, Responsibilities and Routines thoroughly at the beginning of each school session. Pupils will be reminded of these throughout the session at school assemblies and other appropriate occasions.

General School Discipline

It is the responsibility of all staff to welcome pupils into the school and create a pleasant atmosphere at entry. When classes are moving within the building a quiet and calm atmosphere should be the aim.

At intervals each teacher will wait until the class has left the cloakroom area and escort the children to the door

Teachers should ensure that pupils are prepared to leave the building on time to ensure a calm and pleasant atmosphere on leaving school.

Strategies to deal with behaviour problems

Initially A, B or C should always be considered.

A Drawing attention to / praising good behaviour of other children

- B Check out if child is having a problem with work or if there is another problem
- C Discuss with child and explain why behaviour is not acceptable or explain alternative strategies to the child

Specific techniques

Cool down cards issued to individual children, if appropriate, allowing them to ask for time out when they feel it necessary

Yellow card used by class teachers to send a child out of class into the care of another teacher

Red card used by teachers in serious situations when a member of the management team is called to remove a child from class

Behaviour charts/ rewards can be used as a positive incentive for a child. Advice on these can be given by the HT/ DHT.

Procedures

It is important to complete the summary of intervention form on a regular basis as this is the evidence of what strategies you have implemented within the class to support the child. In exceptional circumstances these would be required to support any requests for outside agency support.

A note of the number of yellow/ red cards given to an individual child will be recorded on the Yellow/ red card Sheet which will be collected every Friday. Mrs Gill will record yellow/ red cards in the behaviour data base.

Rewards

Within Murrayfield Primary School there are **whole school systems** for rewarding pupils' good effort.

Headteacher's Awards

When a pupil makes special effort with their school work then they may be nominated for a Head Teacher's Award. The pupil will be sent to the Headteacher, who will record their name and achievement and give them a HT sticker. At the next assembly, the child will be awarded a certificate for their work.

S Factor

Children are identified for achieving the skill of the week and will be presented with a sticker at the assembly. A new skill will be targetted for the following week.

Whole School Challenge

All classes will earn points for the challenge. Each week the winning class and the class making the biggest improvement will be announced at the Assembly and an appropriate reward given.

Sunshine chart

Children who consistently remain on the sunshine for four weeks will be given an extra sunshine playtime.

Within the **classroom** other reward systems will be in operation.

Pupils should be involved in the devising of the rewards and sanctions used in the classroom. They might have some imaginative suggestions and ideas.

Class rules/ Class Charters will be displayed in the classroom.

Classroom rewards can be:

| | |
|----------|--|
| Tangible | stickers, points, tokens, happy faces, Star Award nomination |
| Social | praise, smile, approval |

Privilege extra play, special toy or activity, choosing / privilege time

It is good to vary the rewards, raise standard of behaviour expected before an award is given or extend the period over which good behaviour is expected.

Other systems which may be put in place.

Home School Books

This is an effective communication between home and school used on a regular basis (daily or weekly) with the parent or the child taking the book home. The focus should be on the positive. Only one or two behaviour problems should be targeted at one time for improvement. Parents and pupils should have space to record their thoughts. This exercise should be time limited.

Weekly Report System

This targets a specific behaviour to be changed or improved. It is negotiated with the teacher, child and parents. The sheet is sent home at the end of the week. The teacher should complete the sheet with the child for it to be most beneficial. Suitable proforma available in Welfare folder.

Merit System

This system has some kind of tangible reward e.g. Stars, Stickers, and Tokens. It can be used for a group or an individual where specific behaviour needs to be improved. It can also be used for one off situations such as working on not calling out, or looking when listening. It can be used for a day or on a weekly basis. If used over too long a period it loses its effect. Certificates and individual merit cards can be produced on the computers.

Playground Behaviour

The same behaviour expectations apply within school and in the playground.

Particular Rules which apply to the playground are

1. Pupils should play in a way that does not endanger the safety of themselves and / or other pupils. (Toy fighting, wild running around, aggressive play etc. is banned)
2. Dangerous behaviour such as climbing on walls, poles, or fences is forbidden.
3. Offensive and abusive language is clearly unacceptable.

Each playtime Pupil Support Workers will be in the playground with the pupils. They use the following sanctions and rewards.

Sanctions

1. Verbal warning
2. Warning card shown
3. Time out given
4. Red card shown and teacher informed and class sanction given
5. Purple card shown – child to see a member of SMT

Rewards

1. Challenge points – challenge points are awarded to well behaved pupils at each playtime
2. Pupils may be nominated for an S factor award to be given at the following assembly
3. Sunshine reward -extra playtime for well behaved pupils