

Bun-sgoil Ghàidhlig Inbhir Nis

Promoting Positive Behaviour

Rationale

The establishment of a sound learning environment at school and classroom level is key to effective learning and teaching. Effective learning and teaching is dependent on positive relationships established at school and classroom level through inter-actions between staff and pupil and between pupils themselves. The development of a positive ethos within schools is the foundation for better learning as is highlighted in the Discipline Task group report – 'Better Behaviour- Better Learning'.

Aims:

To create an atmosphere of mutual respect, trust and responsibility
To promote a positive school ethos through positive behaviour strategies and celebrations of success
To raise standards of attainment, behaviour and attendance for all pupils
To involve parents, pupils and staff in setting rules/standards of behaviour within the school
To get pupils to manage their own behaviour effectively while respecting the rights of others
To inform parents and pupils of sanctions that will be taken for negative behaviour
To develop social and Citizenship skills through a variety of school contexts

School ethos:

The above aims are attributed to our school aims which are 'To develop a caring, secure and stimulating school community where pupils, parents, carers, partner outside and staff feel welcome and **valued** as individuals and 'To encourage responsibility and independence and help children to develop **positive life styles** and attitudes with a particular focus on health and well being.

We have a Pupil Council, pupil buddies, trained peer mediators and monitoring systems and a number of school initiatives to promote positive behaviour.

Our basic school rules are set by the pupils and staff and are common sense ones which allow us to work in harmony with one another and ensure safety and wellbeing for all within the school community.

Managing positive behaviour

Positive behaviour is achieved in two ways:

1. Prevention – Preventative strategies which encourage each pupil to develop a sense of personality and self discipline.
2. Management – When negative behaviour occurs we need to be able to respond positively and effectively.

We try to do both by employing positive behaviour strategies through a number of initiatives and school policies and imposing understood sanctions when negative behaviour arises.

Responsibilities:

Staff: The school staff, both teaching and non-teaching, share a collegiate responsibility for consistently implementing school policy on positive behaviour. The Head Teacher has overall responsibility for ensuring positive behaviour.

Parents: Parents have a responsibility for ensuring that they support their child in meeting school expectations in respect of positive behaviour.

Pupils: Pupils' responsibility is to be responsible for their own positive behaviour and meet the expectations set out by the school.

Advice for Staff

Children have to learn positive behaviour and as in all aspects of life they sometimes have to learn from their mistakes. As in all aspects of managing behaviour **CONSISTENCY** is the key to success

- Be consistent, fair and persistent.
- Keep any promise you make to the pupils and remain open and honest with them.
- Before taking any action communicate, clearly and effectively your intentions to the pupil.
- Act rather than react.
- Impose appropriate, fair and effective sanctions that are relevant to the misdemeanour.
- Be confident and let your voice and manner make it clear to the pupil you expect them to do as you ask
- Seek advice and support if a situation escalates
- Reprimands should focus on the behaviour not on the pupil's personal qualities
- Pupils should be reprimanded privately whenever this is possible

School expectations:

- All members of the school community are expected to respect each other
- Pupils are expected to take care and value school property and equipment
- Pupils are expected to conduct themselves in an orderly manner at all times while under the jurisdiction of the school
- Pupils are not allowed to bring any potentially dangerous objects to school that could harm themselves or others, or electronic objects such as Nintendo DS/personal CDs as they can cause distractions in classrooms or can get damaged or lost
- Mobile phones must be handed into the school office at 9.15am and collected at 3.15.
- Pupils are not allowed to leave the school grounds during the normal school hours without first having obtained permission from the school

Positive Behaviour strategies:

- Awarding of merit awards, class points, School House points, Citizenship awards/nominations, certificates and stickers for positive behaviour and achievement in areas across the curriculum and out with school
- Use of vehicle of 'Circle Time' to discuss aspects of personal and social development including positive and negative behaviour
- All pupils will be invited to the whole school 'Golden assembly' held at the end of each term.
- Achievements recorded in 'Achievement Folder' displayed in school foyer
- Discussing whole school behaviour issues at Pupil Council meetings
- Appointment of school monitors from Primary 7 class who have some responsibility to support school rules and deal with minor altercations within the school
- Peer mediation to deal with minor conflicts around the school
- Whole school assemblies on moral and social issues
- Discussion and implementation of aspects of Citizenship within the classes
- Children choose activities for 'Golden Time' as a reward for positive behaviour and achievement
- Use of 'buddying' system within the school
- Staff using praise as a sincere and prompt response to positive behaviour or achievement
- Setting of personal targets for improving work and/or behaviour

Sanctions used for negative low level behaviour: Traffic light system

1. Verbal rebuke/warning highlighting the specific inappropriate behaviour and reinforcement of correct course of action by member of teaching/auxiliary Staff
2. Visual warning – child's name is moved from green and placed on orange. This also applies in playground, canteen where name can be placed on orange upon return to classroom
3. Should behaviour improve, child's name is moved back to green and no ultimate sanction is required
4. Should bad behaviour continue, move child's name to red and they lose 5 minutes Golden Time
5. Children have the opportunity to gain back these lost minutes through an improvement in their behaviour.
6. Behaviour sheets for each child will be kept and a record of loss of Golden Time to be kept by teachers
7. 3 Xs represents 15 minutes golden time lost. Should a pupil receive 3 Xs in a month the parent/carer must be contacted by phone, before the letter is issued and made aware of the unacceptable behaviour.
8. Violence/Swearing/Spitting result in the immediate loss of 10 minutes Golden Time.

Measures to be used should bad behaviour persist:

9. Change in seating arrangements within the classroom
10. Pupil to write letter of apology
11. Pupil discussion with Head Teacher
12. Completing behaviour modification form with Head Teacher/Support Staff
13. Record of incident in incident log folder/appropriate incident forms
14. Interview requested with parents and pupil
15. Individual Targeted Behaviour programme and/or home –school diary set up
16. Advice is sought from outside agencies e.g. Educational Psychologist, Child Psychiatrist, School Doctor, Social Workers
17. Possible exclusion

Procedures for dealing with major breaches of discipline:

- Exclusion – reference will be made to Highland Schools 'Management of Exclusion in Schools' (September 2001) for advice on how to proceed
- If pupil/parent does not meet the conditions of the school or fails to return on agreed date, then the Head Teacher will involve the Area Education Manager
- Where a criminal offence has been committed the Head Teacher will contact authority Legal Services and/or local police.

Incident log folder:

This is used to record:

- Any incident involving a child or anyone employed at the school, which results in personal injury
- Theft or damage to property
- Any complaints/ concerns about a child's behaviour from own/other parents
- Any contact about pupil from outside agencies
- Aspects of bullying or racism

The log is dated, indicates people involved, relevant information and action taken. Incidents of proven bullying and racism are recorded on 'Anti-bullying and anti-racist' incident form and forwarded to the Performance Management Unit.

Use of Physical Restraint

If a pupil becomes physically aggressive towards another pupil or member of Staff, and will not refrain from actions by a verbal rebuke, or if the pupil is likely to cause physical injury to others or him/her self, staff may use acceptable level of restraint to part the bodies involved or prevent the pupil from self-injury. No further attempts should be used to physically restrain the errant pupil unless staff have been specifically trained for that purpose. The Head Teacher should be informed of incident immediately and parents/guardian or outside agencies should be contacted for further support. Any injury to pupils or staff should be recorded and dealt with according to Highland Council Guidelines.

Monitor and review of policy:

This policy is drawn up in consultation with Parent Council and will be monitored and reviewed as part of the ongoing audit of practice within the school. Parents receive a copy of the policy and contents are discussed with the pupils. A copy of the school rules are displayed on the school notice boards.

Agreed September 2009

