

Positive Behaviour Guidelines Updated August 2019



Rationale

We believe that positive relationships between adults and pupils will lead to better behaviour and better learning. This document will guide behaviour management practices within Strathesk Primary School.

Strathesk's Shared Values

We believe that values should inspire our children to reach their potential.

We aim to be:

- Successful
- Tolerant
- Ambitious
- Responsible
- Respectful

Our resident super hero Purpleman encourages our children to work towards these values which permeate through our learning experiences. There will be a focus on a different value throughout the year which will be discussed during assembly.

Aims

- To create an ethos of mutual respect where the whole school community feels valued and included. We believe that good behaviour is integral to the smooth running of our school.
- To ensure that all pupils are able to realise their potential through the promotion and recognition of achievement and excellence.
- To strengthen the supportive partnership within the school with parents and the wider community.

Our Expectations

RESPECT FOR OURSELVES

RESPECT FOR OTHERS

RESPECT FOR PROPERTY

Our rules are quite simple and succinct. They are discussed at the beginning of each year and made explicit to the children, they are referred to regularly and the children are aware of these expectations. These are displayed throughout the school and in each classroom.

Ready to Learn

We recognise that behaviour is a form of communication. At Strathesk we aim to show our children what being ready to learn looks and feels like. If a child is not ready to learn they can ask for reflection time for a short period of time.

If children choose to break a rule they will be given:

- Caution
 - Behaviour continues
- Time out to reflect (in another classroom or atrium)
 - Behaviour continues
- Sent to a member of SLT with a referral slip

See appendix A

Restorative and Solution Focused Practice

As with other curricular areas, we place great emphasis in teaching our children how to make better choices through the Emotional Health and Wellbeing curriculum. Where an incident in school has occurred we will discuss this with all involved, this may be at the time or at a more appropriate moment. Pupils are listened to during this time and encouraged to reflect on incidents. Our intention is to develop understanding of others points of view and needs, with a hope to repair relationships.

Consequences

Consequences should always be appropriate and used as a tool to encourage the child to make a better choice. Examples of these could be:

- Loss of Breaktime/ Togethertime
- Involvement of SLT
- Verbal or written apology
- Parents contacted
- Removal of the child from class/ activity

Positive Behaviour Strategies

We appreciate the need to encourage and motivate our children whilst also celebrating success and hard work. We do so in a variety of ways:

Strathesk Toolkit Awards

Our intention is to create a positive atmosphere in the classroom and thereafter in the whole school. Academic success is often noted and shared with the children, however we also need to reward social success and appropriate behaviour. This will increase the likelihood that this type of behaviour will occur more frequently. We aim to foster intrinsic motivation for children to behave well and we do this through direct teaching of appropriate behaviour and rules and also through recognising and celebrating positive behaviour.

Every week each the class teacher will select a child who has done something they wish to praise. This will be in line with our Strathesk Toolkit qualities of:

- being determined
- being creative
- making connections
- being co-operative
- saying yes to challenge
- being a thinker

The children who have achieved a certificate will be awarded this during Friday's assembly with an explanation as to why the children have received the award.

Class of the Week

Teachers can award their class a 'Class of the Week' certificate. Each week the class teacher agrees a class target on the Monday morning and the children have to work together to achieve this target. If successful, the award will be presented at the weekly Assembly.

House System

Strathesk Primary School now has four Houses: Dalmore (red), Eskmill (blue), Pomathorn (yellow) and Valleyfield (green). Classes line up in their houses from P3-7 and the children can earn points towards their house's running total by working towards targets, showing great effort, for having a positive and determined attitude, and for demonstrating excellent manners (TEAM). Totals are carried forward each week and announced at assembly. A treat at the end of every term can be agreed with the children via the Pupil Council. 'House Afternoons' and sports day events are held to build capacity throughout the whole school, helping our children work together with others of all ages to be successful and achieve their goals.

Wider achievements are celebrated during assemblies and are displayed on our 'Achievement Tree'.

Managing Challenging Behaviour

At Strathesk we recognise a variety of factors which can influence a child's behaviour and therefore strive to ensure that our planning, differentiation, organisation and preparation are appropriate.

Some children will need additional support and arrangements are made to meet everyone's needs. Some of which are:

- Working with our partners in Health to ensure we Get It Right For Every Child (GIRFEC).
- Key staff working with children to develop relationships.
- Support given during key times (transitions, break times)
- Not lining up/ going to lunch in quieter environments
- Risk Assessments

Supportive Feedback

Supportive Feedback is the sincere and meaningful attention given to pupils for behaving according to our expectations. It motivates pupils to continue to choose appropriate positive behaviour.

In Strathesk Primary we use the following **classroom-based strategies** as supportive feedback:

- **Non-verbal feedback**

- **Verbal/Written feedback:**

Verbal recognition is the easiest, most meaningful form of supportive feedback.

Teachers make a conscious decision to acknowledge pupils in various ways:

- One-to-one communication of approval;
- Communication of approval in front of class if appropriate;
- Written comment in pupil's book/homework diary.
- Celebrating work with SLT

- **Incentives**

We use the following incentive to recognise positive behaviour:

- Stickers/stamps
- Group/table points
- Positive notes
- Phone-calls/letters to parent
- Certificates
- Copy of good work sent home
- Pupils sent to SLT

- **Class Wide rewards**

A class wide supportive feedback system is a programme in which all pupils work towards a reward that will be given to the entire class.

The class work towards achieving a 'Class of the Week' certificate which should be displayed in the classroom.

Positive Communication

There is an expectation that all teachers will share good news with parents. This may be by using a praise book, positive telephone call, green slip, certificates, homework diaries etc. It is always nice for parents and children to receive a personal touch about positive behaviour.

Playground Behaviour

Playtime is an extremely important part of the school day. It is where pupils form relationships, turn take, share and have fun! Children do however conflict during this time and issues can continue into the classroom. If an incident should occur, the order of steps taken should be:

- Verbal warning – pupils will be advised that the behaviour is unacceptable.
- Second verbal warning – pupils will be advised this is a final warning
- Time Out on a bench with a restorative chat
- Slip sent to Class Teacher of Senior Leadership Team

The Role of the Prefect

In order to provide opportunities for senior pupils to assume responsibility, we operate a prefect system. A prefect is a P7 pupil who assists at break, lunch times and with a variety of tasks around the school. P7 children are allocated new prefect jobs at the start of each term, and they report for their duties at specific times.

P7 Buddies

P7 pupils also help support the new P1 children, especially during their playtimes and lunchtimes. Each P1 child is appointed a buddy for when they start school so they have a familiar face ready to help them.

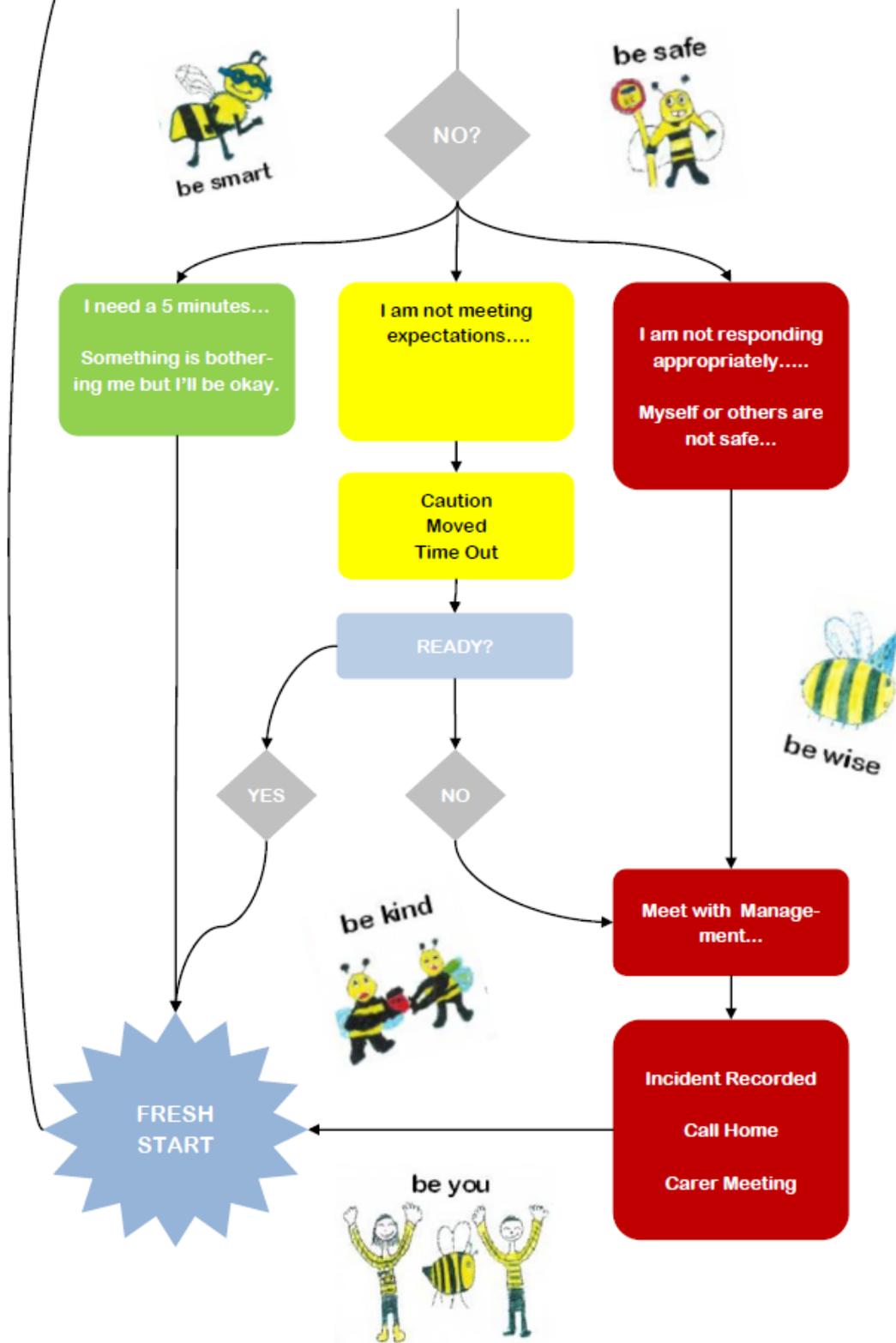
Appendices

Ready to Learn flowcart

Referral sheet to SLT

Date established	August 2019
Date for full implementation	August 2019
Date for review	June 2021

READY TO LEARN?



Sent to SMT	
<u>Category:</u>	
Calling out	Disrespecting adult
Off-task talk	Disrespecting pupil
Task avoidance	Hands, feet, objects
Misusing Equipment	Bad language
Not sitting properly	
<u>Ready to learn steps taken:</u>	
Caution	Moved
Time-out	Straight red
<u>Seen by:</u>	
Mrs McConnachie	Miss Sloan
Miss Reynolds	Mr Armstrong
Miss Henderson	Other:
<u>Action:</u>	
Discussion	Purple Note
Phone Call Home	Meet Parent/Carer
Other:	

Playground Referral	
Name _____ Date _____	
<u>Category:</u>	
Disrespecting adult	Disrespecting pupil
Rough Play	Hands, feet and/or objects
Bad language	Misusing Equipment
Inside without permission	In wrong playground area
Directly observed	Reported by other child
<u>Action:</u>	
Dealt with in playground by	
Referred to teacher	
Referred to management	
Restorative discussion with member of staff after break /lunch	
<u>Consequence</u>	
Discussion	Purple Note
Phone Call Home	Meet Parent/Carer
Other:	