



## Our Positive Behaviour Policy

### **The reason why we have our policy:**

***A respectful relationship is based upon mutual trust, honesty, kindness, consideration and fairness, bringing out the best in those involved.***

*(Scottish Borders Council Respectful Relationships Policy)*

At Stirches Primary School we strive to ensure everyone feels happy, safe and respected, which helps create a positive atmosphere and enables us to work together smoothly and efficiently. To achieve this, we encourage all members of our school community to consider the rights of others and to take responsibility for their own actions. Bullying behaviour is not tolerated. We encourage all members of our school community to achieve their full potential through nurture, support and challenge within their learning. Success will be evident through the politeness, good manners, respect and tolerance of each other and of others' property. We recognise that all people in the school are 'learners' together.

# Positive Behaviour Policy

This policy sets out the expectations of behaviour where we focus on positive reinforcement of appropriate behaviour through praise and rewards. In addition, it sets out the consequences for inappropriate behaviour, should it arise.

As a school we are working towards gaining a 'Rights Respecting School Award,' as we believe it is important for our children to know their rights and consider the rights of others, in order to promote respectful relationships. Our approach is designed to give clear and consistent guidance to all members of our school community, whether they are children, staff or parents.

At the start of a session, in each class, the children with the teacher, create their own expectations, agree on rewards and discuss the consequences – to build a Children's Charter. These are referred to throughout the year. It is implemented consistently, by all members of staff at all times, both within the school and outside the school grounds, for example on school trips.

After agreement within school, we share with parents the 'Steps to a Happy School' leaflet, which includes the Children's Charter agreed by members of their child's class. It also gives information on our whole school approach.

## **Overarching Aims**

- Develop a positive ethos in our whole school community, understanding that our rights and the rights of others are the building blocks of successful thriving communities.
- Promote respectful relationships between the children, staff, parents and our wider school community.
- Reward children who demonstrate respectful relationships through the use of praise, stickers and certificates.

## **Aims**

As a school working towards gaining a Rights Respecting School award, we uphold the UNICEF values, based on the United Nations Convention on the Rights of the Child (UNCRC).



All children in our schools need to know that they have:

- A right to be listened to
- A right to be safe and supported
- A right to learn
- A right to relax and play
- A right to be respected

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## **Core Expectations**

**Our Core Expectations relates to all areas of the school environment, both inside and outside the building, and are displayed prominently within all classrooms and throughout the school.**

1. Be responsible by listening to and following instructions first time.
2. Respect others by thinking about what you say, how you say it and your actions.
3. Take care of other's belongings and school resources.
4. Consider other's wellbeing by caring and including them.
5. Move around the school in a safe and sensible way.
6. Be safe by always getting permission from staff before leaving the classroom or school premises.

## **Children's Charter**

Each class will, at the start of the session and with the support of their teacher, create a Children's Charter of expectations which incorporate children's rights in line with the UNCRC. This will help give the children ownership of the expectations and consequently of their own behaviour.

The Charter will be referred to throughout the session to promote positive behaviour. The expectations within the Charter will have been shared in a positive way to promote effective dialogue, in order to encourage all children to consider their own actions and those of others.

## **Teacher Expectations**

The children also have the opportunity to share expectations they have of their teacher. This highlights what is important to them.

## **Rewards**

Praise and rewards are given for following our School Charter and demonstrating respectful relationships. These are discussed and agreed at the start of the session, alongside the expectations, and are tailored to each class.

## **Whole School Rewards**

- Housepoints – Winning house have end of block treat
- Star of the Week Certificates shared at Assembly
- Pupil of the Month Certificate awarded at Assembly
- End of block housepoint rewards (pupil choice)
- Special stickers, housepoints and celebration related to positive steps within our Visual Weather Behaviour Tracking system.

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## **Signals**

All teachers have their own strategies for gaining and maintaining children's attention within the classroom. Therefore we take time at the start of the session to highlight the signals used with the children to support them with positive behaviour.

## **Tracking System - Classroom**

We have a clear, consistent approach to ensure equality and fairness, when expectations are not being followed and also to reward positive behaviour. We have a pictorial weather themed tracking system on the wall of each class and learning area, where children move their name according to their behaviour. If the child gets put on the tracking system at music, P.E. etc. using Positive Behaviour slips, the specialist teacher will pass on the information to the class teacher in order to move the name to the appropriate step on the pictorial tracking system. The child may miss some steps depending on the severity of the behaviour.

- The child's name starts each new day on 'Blue Skies' image.
- Positive behaviour and attitude may warrant a move to 'Sunshine.' The child receives a sunshine sticker and 2 housepoints.
- Exceptional behaviour may be rewarded with a move to the 'Over the Rainbow' image. The child will receive an over the rainbow sticker, 5 housepoints and also share the good news with the leadership team or/and at Assembly.

## **Inappropriate Behaviour**

1. A reminder will be given to prompt the children to make good behavioural choices. (teacher's may record the name informally for reference)
2. Continued inappropriate behaviour will result with a move to 'Warning.' A verbal warning is given, the child will move their name onto the speech bubble and the teacher will record on the tracking sheet.
3. The next instance of inappropriate behaviour will result in the child moving their name to 'Cloudy.' The child will be given time out at another seat within the classroom or area they are working in. (5 minutes)
4. If inappropriate choices are still being made the child will move their name to 'Rainy.' The child will be given time out with their class, under adult supervision. (10/15 minutes)
5. a. Finally, step five will result in a move to 'Thunder and Lightning.' The class teacher will give a sanction e.g. kept in for 1 or 2 breaks or a lunchtime; green benches (supervised by Mrs Oliver), and they will phone home to explain the inappropriate classroom behaviour/consequences given and whether a think sheet has been given to complete at home, which will then be returned to the teacher. Teacher informs the leadership team of steps taken and records this on a behaviour intervention sheet.

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- 5 b. If the behaviour is recurring (the third time the child has reached Step 5a within an appropriate timeframe) the leadership team will be informed and the teacher will record information on to the Intervention Behaviour Record. A member of the leadership team will have a reflective discussion with the child and parents and agree an intervention that will promote behaviour that leads to more focussed learning. This intervention may involve external agencies e.g. Behaviour Support Team/Universal+ Meetings etc.

**The teachers will record both positive and negative behaviour within a tracking sheet, noting the type of inappropriate behaviour and actions taken, so we can identify any patterns in behaviour. The leadership team will review tracking sheets regularly and will discuss with staff and children as appropriate.**

## **Tracking System – Playground/Dinnerhall**

1. Informal warning
2. Formal warning recorded on tracking sheet
3. 5 minute time out (outside – time out bench) (dinnerhall – time out bench)
4. Time out for remainder of break/lunch (indoor – green benches, supervised by W.Law at breaktime and L.Oliver at lunchtime) Teacher informed by playground supervisor.
5. Recurring inappropriate playground/dinnerhall behaviour (Step 4). Playground supervisor informs SLT for reflective discussion or further intervention and records on Focused Intervention Record.

The Positive Behaviour Policy looks fantastic, very clear, easy to understand for both parents/carers and children. *Laura Crozier* (parent)

## **ADDITIONAL SUPPORT**

When ongoing support is required, children will be supported through GIRFEC paperwork and in partnership with home, school and other agencies.

Some children with Social, Emotional or Behavioural Needs will have an Individual Behaviour Plan (IBP) or an action plan to support them, and all staff will be made aware of agreed strategies and sanctions for those individuals.

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## **Severe Clause**

Straight to step 5a and b for offensive or abusive language, serious damage to property, stealing, or seriously assaulting others.

In the instance of assault of another child/ren or teacher, parents will be telephoned by the teacher/leadership team. In this situation, arrangements will be made between staff to ensure the child is supervised for a period of time either in another class or, if necessary, by the leadership team.

If the incident is severe the child may be excluded for a fixed period of time. This has to be confirmed between the Headteacher and the Chief Education Officer of Scottish Borders Council. This will be carried out in accordance with SBC policies.

## **Dress Code**

Whereas the wearing of school uniform cannot be legally enforced, it has been recognised for some time that the wearing of a school uniform strengthens a sense of identity with the school community and has a positive effect on pupil behaviour. We promote the wearing of school uniform as described within the School Handbook, whether this is ordering the school uniform containing our logo, or buying a uniform of the school colours from another source.

- Clothing which contains inappropriate dialogue/images or shows sporting allegiances can cause offence to others and should not be worn in school.
- Children will be informed if, for a particular reason, the dress code is to be relaxed on a specific day.
- It is expected that when children are representing the school elsewhere they will wear school uniform.

## **The Role of Adults within the School**

All staff are responsible for creating and maintaining a positive ethos within our schools through recognising respectful behaviour in a positive way; verbal praise, stickers etc. as agreed.

They will be made aware of any children with individual support needs and the current strategies in place to support those children.

**Class Teachers, Primary Curriculum Support Teachers, Additional Needs Assistants and Supply Teachers** are responsible for following our policy related to our class charter of expectations and core expectations. They will record behaviours on the visual tracking system, using a behaviour slip, and pass this onto the class teacher.

**Playground/Dining Hall Supervisors** are responsible for encouraging respectful behaviour within the dining hall and playground, following our policy related to our core expectations. They will record behaviours on the tracking sheet and pass on relevant information.

**Parent Helpers/Volunteers** are advised not to administer consequences or reprimand children. They should:

- Inform the child that they will speak to the teacher regarding their behaviour.

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- Speak to the teacher as soon as possible.

**We will regularly update our 'Positive Behaviour Policy,' with input from all stakeholders, pupils, parents and staff, to promote engagement by all.**