

THE PLAYGROUND

Expectations - same as our Core Expectations on the previous page.

Rewards

- Praise Positives passed on to teacher
- Stickers Special duties



Sanction Steps

1. Informal verbal warning or signal.
2. Formal recorded warning on tracking sheet.
3. 5 minutes in time out area.
4. Time out for remainder of break/lunch. Class Teacher informed.
5. Sent to Leadership Team. Reflective discussion with pupil - Possible 'Think Sheet' issued/phone call home/parent meeting.

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

ADDITIONAL SUPPORT -When ongoing support is required, learners will be supported through GIRFEC paperwork and in partnership with home, school and outside agencies through the MAC process.

We hope that this leaflet is useful in showing clearly our overarching aims:

- Develop a positive ethos in our whole school community, through considering our rights and the rights of others.
- Promote respectful relationships between the learners, staff, parents and our wider school community.
- Reward learners who follow the Positive Behaviour Policy.



STEPS TO A HAPPY SCHOOL



Why we do it ~ Our Rationale!

At Stirches Primary School we want to ensure that everyone feels happy, safe and respected which contributes to a positive atmosphere and enables us to work smoothly and efficiently.

To achieve this, we encourage everyone to consider the rights of others and to take responsibility for their actions. Bullying behaviour is never accepted.

We encourage our learners to achieve their full potential through nurture, support and by challenging them within their learning.

Success will be evident through the politeness, good manners, respect and tolerance of each other and of others' property.

CHILDREN'S CHARTER

Each class has created a Charter of expectations, rewards and signals. The expectations incorporate the children's rights in line with the United Nations Convention on the Rights of the Child (UNCRC).



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

- *A right to learn
- *A right to be listened to
- *A right to be respected
- *A right to play with friends
- *A right to be safe and supported

The Charter will be referred to throughout the session to promote positive behaviour. The Charter has been phrased in a positive way to promote effective dialogue, in order to encourage the learners to consider their own and other's actions.

P6/7: EXPECTATIONS

- To always try your best; with help if needed.
- Listen to and speak to each other with respect and show patience.
- Focus on the learning; considering our own and other's actions.
- Act responsibly for everyone's safety.
- Look after and respect learning equipment.
- Always be kind, helpful and polite.

P6/7: TEACHER EXPECTATIONS

- Help us when we find things hard.
- Encourage us to do our best.
- Make our learning interesting and fun.
- If someone is getting bullied, help them.
- Always be kind.
- Make instructions clear.
- Be firm but fair.

P6/7: REWARDS

- Verbal praise
- House points
- Class game/award
- Reward box
- Share news with teachers or management
- Class/Individual Dojo Points for end of block awards



P6/7: SIGNALS

- Hand in the air - Stop, look and listen.
- Look from the teacher - Get back on task.
- Clapping for attention - class repeat back
- Attention phrases and call backs



CORE SCHOOL EXPECTATIONS

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

SANCTION STEPS

We have a clear, consistent approach to ensure equality and fairness, when expectations are not being followed using a pictorial weather tracking system. The child's name will move up/down the weather chart according to their behaviour; up for positive, down for inappropriate.

1. Verbal warning is given.
2. Formal warning - name is recorded on visual tracking sheet
3. Time out at another seat within the classroom/area (5 mins) 'Cloudy'
4. Time out with the classroom (10/15 mins) 'Rainy'
- 5a. Teacher issues a sanction and has reflective discussion with pupil - Possible 'Think Sheet' issued and sent home/phone call home. Leadership Team informed. 'Thunder & Lightning'
- 5b. Leadership Team has reflective discussion, plan a behaviour intervention with parental involvement, may involve external agencies.

