

Lairdsland Primary School



Happy, Safe and Learning Together

Promoting Positive Behaviour Policy

Our School is a Rights Respecting school and Articles 28, 31 and 36 of the United Nations Convention on the Rights of the Child (CRC) underlines our Positive Behaviour Policy:

“Discipline in schools must respect the children’s dignity” A28

“Every child has the right to relax, play and take part in a wide range of cultural and artistic activities” A31

“Governments must protect children from all other forms of bad treatment” A36

February 2018



Rationale

At Lairdsland Primary School we believe that positive behaviour is an essential condition for effective learning and teaching. We also believe that pupils and staff have the right to learn and teach in an environment which is safe, friendly, peaceful and fair.

The rationale of our policy is that good behaviour should be recognised and rewarded and that negative behaviours be discouraged and changed for the better through the fair and systematic application of our behaviour policy.

This policy outlines the strategies to be used for maintaining good behaviour throughout the school. Its purpose is to support staff in creating a safe, caring and ordered environment in and around the school. We adopt a balanced approach to discipline, rewarding good behaviour and using positive language while applying consequences for unacceptable behaviour in a consistent and fair way.

Nurture Principles have a positive impact on wellbeing, attainment and behaviour and we strive to provide a nurturing environment for all our pupils. The Nurturing Principles are:

- Children's behaviour is understood developmentally
- The classroom/playroom offers a safe base
- Nurture is important for the development of wellbeing
- Language is a vital means of communication
- All behaviour is communication
- Transitions are important in children's lives.

These, alongside our Vision, Values and Aims, are central to our school's approach to wellbeing.



Vision, Values and Aims

Vision

The wellbeing of our pupils is nurtured through a positive and inclusive ethos ensuring they are safe, happy and ready to learn. Our ambitious and aspirational learners achieve their full potential as they develop knowledge, skills and attributes for life learning and work.

Values

- Honesty
- Fairness
- Respect
- Equality
- Kindness
- Responsibility
- Kindness

Aims

The aims of Lairdsland Primary School's Guidelines are to ensure:

- Promote a happy, safe and nurturing environment which meets the needs of our learners
- Provide a high quality education which supports and challenges our children
- Develop social, emotional and personal skills to help foster a caring, resilient climate
- Recognise individuality and support children to make the most of their skills and talents
- Work in strong partnerships with parents, outside agencies and the wider community
- Foster creativity and develop critical thinkers who can confidently apply skills and overcome challenges.



Roles and Responsibilities

Parents /Carers

“Parental engagement is recognised in the National Improvement Framework as one of the seven key drivers in achieving excellence and equity in Scottish education.”

Education Scotland

Lairdsland Primary School will strive to work in partnership with parents, ensuring that pupils will receive consistent and appropriate support with behaviour. We ask that parents/carers:

- work in partnership with class teachers to encourage and support their child in adhering to the responsibilities laid out in the school charter
- ensure their child fully understands the responsibilities laid out in the school charter and the consequences of not following them
- inform class teachers of any changes in circumstances which may affect their child's wellbeing or behaviour.

Pupils

At Lairdsland, the Rights Respecting Schools committee consulted with their peers to create a school charter and agreed that all pupils have the responsibility to:

- “have safe hands and feet”
- “look after property”
- “include others”
- “think before you speak, use kind words”
- “help others when they are hurt or upset”
- “work as hard as you can”
- “listen to and respect others”
- “try and try again”
- “help other people”

In addition to the school charter, all pupils should work collaboratively to create and follow a class charter at the beginning of each school year.

In 2016 our Rights Respecting Schools committee created a Playground Promise which outlines expected behaviour and attitudes in the playground. All pupils should behave in line with the Playground Promise. There are copies of the Playground Promise displayed throughout the school and playground as a constant visual reminder to all children. The Playground Promise is updated annually by the Rights Respecting Schools committee.

Playground Promise

I will respect everyone I play with and playground staff

I will include my friends and people who don't have a game to play

I will care for everybody in the playground

I will look after property

I will not purposefully hurt anybody

I will keep myself safe in the playground

I will laugh with others, not at others

“Everybody knows about the Playground Promise and it's an excellent thing for keeping people safe.” – P7 Pupil

Staff

At Lairdsland Primary School, all staff have a responsibility to:

- recognise that all behaviour is a form of communication and be responsive to the wellbeing of each individual
- develop, maintain and model positive working relationships with parents and pupils
- develop and maintain a safe, secure and caring learning environment
- provide a challenging and interesting curriculum which engages learners and develops skills for learning, life and work
- value diversity, promote equal opportunities and foster inclusion allowing children to reach their full potential
- celebrate the strengths and achievements of all children
- promote and refer to the school values on a regular basis
- develop annually, in consultation with the pupils, a Class Charter which outlines Rights and Responsibilities and ensure that all pupils understand the consequences of not adhering to these

- use positive behaviour strategies and consequences clearly and consistently.

It is the responsibility of the Senior Management Team to:

- ensure that all staff are skilled and supported in the implementation and monitoring of the Promoting Positive Behaviour Policy
- offer support and guidance to all pupils, particularly those with challenging behaviour and additional support needs
- promote wellbeing, school values and responsibilities at assemblies each week
- continue to develop positive partnerships with parents and the wider community.

At Lairdland Primary School we have high expectations of all pupils, however it is the responsibility of all staff to understand and recognise that some pupils require additional support to meet these expectations. These are outlined on universal and targeted support plans.



'Right to Play' Time

- **'Right to Play'** time – Children who keep to the School Charter will be rewarded. All children are entitled to 30 mins 'Right to Play' time on a Friday afternoon.
- Children have the responsibility to earn their time over the course of week by following the school charter.
- Any time not earned for Right to Play is recorded and stored confidentially in each class' Positive Behaviour folder
- Lost time can be earned back as the week progresses at the discretion of the class teacher.
- Only school staff can reward Right to Play back. Supply staff can pass positive messages to the class teacher to make the final decision.
- Children who have lost 5 minutes of Right to Play time have a restorative discussion with their class teacher prior to Right to Play commencing. They have 5 minutes out of the session to reflect. They can then rejoin Right to Play.
- Children who have lost more than 5 minutes of Right to Play time go to the "Reflection Room" on a Friday at 2pm for a restorative discussion with the PT/DHT/HT. Each classroom teacher will send their Positive Behaviour Folder showing allocated time and reason for each loss. Following this, pupils can then rejoin Right to Play.

"There's lots of chances to change so the system is fair." – P7 Pupil



Reward Systems in Place

In order to support all learners at Lairdsland Primary School, we Promote Positive Behaviour in a variety of different ways. Children are also rewarded for positive behaviour choices in the following ways;

- **House Points** – The winning house receives a reward each term.
- **Star Awards** – Awarded at assembly and winners receive 50 house points.
- **Wider Achievements** – The winning class received a reward each term.
- **Class Rewards** – Individual to class teachers.
- **Line of the Week**
- **Head Teacher Awards**
- **Pupil Leadership Activities**

“I like earning the Star Award because I can wear the medal all week.” – P3 Pupil



Sanctions

Promoting Positive Behaviour within the class is the responsibility of all staff. It is the role of the Class Teacher to investigate alleged classroom incidents and for support staff to investigate alleged playground incidents. If required, playground incidents can be taken to the Class Teacher for further discussion. We have a whole school approach to consistently and fairly dealing with behaviour that is not in line with our School Charter.

Some examples of unacceptable behaviours;

- Inappropriate language
- Intentionally hurting others
- Spitting
- Fighting/play fighting
- Rude gestures
- Vandalism
- Inappropriate comments to children or staff

“When I see vandalism it makes me sad about our new building.” – P7 Pupil

We have a whole school approach to consistently and fairly dealing with behaviour that is not in line with our School Charter.

There should a progression through the steps unless there is a serious issue arising.

Step 1: Issue a verbal warning and an explanation of the behaviour that is expected and agreed on in the school charter.

Step 2: Deliver a **Stop and Think** Card (visual warning) – this offers the pupil an opportunity to reflect on their behaviour.

Step 3: Deliver a STOP Card. As a consequence, the pupil does not earn/has lost 5 minutes of Right to Play time. This should be recorded in the Class’ Positive Behaviour Folder.

Step 4: At this stage, **time out** is given within class (or playground) and the pupil should be spoken to by the class teacher or member of support staff. The pupil may be moved seat or given a quiet area to consider their choices. The pupil should be reminded at this point that parents/carers will be contacted if inappropriate behaviour continues.

Step 5: Phone Call home. Class Teachers should phone the pupil’s parents/carers and inform them of the inappropriate choices/behaviour of their child. The parents will be asked to work cooperatively with the school to re-iterate the responsibilities laid out in school charters.

Step 6: The Principal Teacher/Depute Head will visit the pupil in class and discuss their behaviour/choices.

Step 7: The Principal Teacher/Depute Head will withdraw the pupil from their class to a quiet area and discuss their behaviour/choices. They will have a restorative conversation with the pupil.

Step 8: Referral to the Head Teacher.

Please note:

- these steps should be worked through in sequence as a sanction for re-occurring inappropriate behaviour
- on the occasions where behaviour is significantly affecting the running of the class, the red assistance card should be sent to the office who will inform a member of SLT immediately
- in light of violent/physical behaviour, pupils are immediately referred to SLT who will investigate any allegations, contact the pupil’s parents and consult East Dunbartonshire Council’s Exclusion Policy where appropriate.

“Our teacher is a fair teacher.” – P3 Pupil



Review

Our Promoting Positive Behaviour Policy will be reviewed regularly to ensure that it reflects current guidelines from East Dunbartonshire Council and the Scottish Government. Next review date – August 2018.