

**Dingwall Primary School**  
**Promoting Positive Behaviour Policy**

**General Statement**

This policy reflects the vision and strategy supported by Highland's Joint Committee for Children and Young People that children and young people have the right to be:

**Safe**  
**Healthy**  
**Active**  
**Nurtured**  
**Achieving**  
**Respected and Responsible and**  
**Included**

It is acknowledged that some children and young people will present challenges to their families, schools and communities at times in relation to the behaviours they engage in and there will be a variety of ways in which discipline and support for children and young people is provided. However, research clearly shows that by focusing on building positive relationships and by setting a positive and inclusive ethos in the school, many issues can be avoided and their effects greatly diminished.

An effective learning and teaching environment is dependent upon positive relations between staff, pupils and parents at school and classroom level.

Our aim is to move children from 'controlled' behaviour to a position where they exercise personal capabilities and take responsibility for their own actions and behaviour.

Whilst school rules are set by staff to ensure the safety and well being for all within the school community, class rules are set by pupils and staff allowing us to work in harmony with one another

All children and young people are valued irrespective of their needs, behaviour or background. They must be given the opportunity to enjoy and achieve, stay healthy and safe, make a positive contribution to their community, have a sense of belonging in their learning environment and improve life choices and chances.

**Positive Behaviour Aims**

To create an atmosphere of mutual respect, trust and joint responsibility.

To promote a positive school ethos through positive behaviour strategies and celebration of success.

To raise standards of pupil attainment, behaviour and attendance.

To encourage pupils to manage their own behaviour effectively, whilst respecting the rights of others.

To inform parents and pupils of actions that will be taken for negative behaviour.

To develop social and citizenship skills through a variety of school and community events.

## Responsibilities

### Staff

All school staff shares a collegiate responsibility for consistently implementing school policy on standards of work and behaviour.

We are each of us in control of, and responsible for, our actions and this applies to adults as well as children and young people. How we conduct ourselves, the models we provide for children and the language we use in our interactions with colleagues and with children in our schools are therefore very important and are our responsibility.

Although we can sometimes find it difficult to understand why a child or young person may behave as they do, it is crucial to accept that people are different, that they experience the world differently, they experience different feelings sometimes in the same situation as others and they may have different wants and needs to each other. It is therefore important to have a good understanding of different learning stances, interactional styles and different learning styles, in order that we might be able to differentiate the curriculum, our interactions, the teaching task, the method of delivery of information and the organisational layout of the teaching and social environment within our schools.

This provides the building blocks for inclusive practice in schools and accepting people for who they are, even though we may not necessarily accept all of their behaviours. We may need to teach others at times that although their feelings are valued, understood and important, the behaviours resulting from these feelings may not be.

The Head Teacher has overall responsibility for ensuring positive behaviour, as well as consistent implementation of the policy.

### Pupils

Responsibility for their own positive behaviour by meeting the expectations set out by teachers, L.S.A.'s, C.A.'s, ancillary staff and primary 7 helpers.

### Parents

Parents have a responsibility for ensuring that they support their children, their teachers and others school staff in meeting the expected standards in respect of positive behaviour and attainments.

To ensure that all children progress in their learning, personal and social development:

**'Children and Young People** build positive relationships by spending time with teachers and school staff and by trusting that they can have confidential access to a member of staff when they need it. They must be able to rely on prompt and appropriate information and support to get the help they need, when they need it, effectively.

**Parents and Carers** must be seen as partners working with schools in the interests of children and young people.

**School Partnerships** are created in inclusive schools that provide comprehensive, integrated approaches, harnessing multi-agency support to meet the care and welfare needs of children, young people and families. Effective schools ensure that staff are approachable and monitor actions taken to meet the needs of children and young people.

**Community Partnerships** provide complementary activities to enable children to develop their personality, skills and talents as they grow up, through other learning, social and leisure opportunities.'

## **Positive Behaviour Strategies.**

### **Circle time as a core strategy to promote self esteem**

In some classes Circle Time is used to give every child the opportunity to be listened to, and have the chance to contribute through a range of developmental games, listening and speaking exercises, drama strategies, rounds and discussion. In this way ongoing issues can be discussed and a resolution reached.

Through the development of this, children become partners in the process of developing responsibility for their own behaviour and learning.

### **Class Rules**

A class code of conduct is drawn up at the start of each session between teacher and class. These rules are prominently displayed in every classroom. These should reflect school rules, but may be more wide ranging, or specific to particular classes.

### **Reward Systems**

Most classes has a reward system in operation. Teachers should make it clear at the beginning of session what is expected from the children in the way of good behaviour. Children can be awarded points for recognizable efforts as part of a group, or as individuals. Winning groups/individuals are rewarded in a variety of ways.

### **Praise**

Praise can be given in informal and formal ways, in private or in public, both for maintenance of good standards as well as particular achievements. Online learning journals are used to share successes with parents and families.

### **House Points System**

#### **Cool Achievers**

Dingwall Primary House System

Brahan,

Novar

Tulloch

Wyvis

This system has been put in place to engender a community spirit between children from Primary 1 to 7.

Each house has an elected captain and vice captain from Primary 7, also accompanied by a teacher. Every child from Primary 1 to 7 will be given an appropriately coloured house card, which should be kept, in a central place in class.

The cards are for recording any good behaviour, which any adult in the school feels is noteworthy.

It becomes the responsibility of every adult working in the school to note any good behaviour and mark it on the child's card. Completed cards should be placed in the House

Points box outside the main office. House Captains and the Head Teacher add up the house points at the end of each term. House points will be displayed centrally for all to observe.

A cup will be awarded at the end of each session to the house with the most points.

House captains and teachers should hold termly meetings to generate community spirit and to emphasise the importance of displaying high standards of behaviour and work.

### **Pupil Council**

The Pupil Council gives the children the opportunity to develop skills such as confidence, communication and negotiation. Interested children are given the opportunity to apply for this post. Successful nominees are then elected by their classmates at the beginning of each session, and will then represent their class for a year. Each class from Primary 4 to 7 are involved.

The council meets regularly with members of the Management Team to discuss a range of issues on how the school can be improved.

### **Primary 7 Helper Scheme**

The Primary 7 helper scheme operates each playtime and lunchtime on a rotating basis. Primary 7 children volunteer to do this task.

### **Quality time**

This is the key concept that unites the incentives and sanctions systems. Firstly, all children are recognised and rewarded, and secondly, children are deterred from inappropriate behaviour because they are motivated by the incentives.

As a reward for positive behaviour each class should have a regular weekly slot for Quality Time. It is the teachers' decision when this happens, and how long it lasts, but a recommended time of 30 – 45 minutes seems acceptable. The children should have access to a range of fun activities during this time.

Every child must have access to at least some quality time each week. Serious misdemeanors should be noted, and children should know that unacceptable actions will result in them missing part of their Quality time. Children should miss no more than fifteen minutes. It is the responsibility of the class teacher to devise a system whereby the children are aware of their positions. It is also the responsibility of the teacher to decide what children should do as an alternative.

All classes should have a basic traffic light warning system. Green – everything OK, Child in Orange – warning about behaviour, Child in Red – loses 5 minutes of Quality Time. Repeated misdemeanours can lead to losing up to 15 minutes of Quality time.

### **Infant assemblies.**

There is a Well Done Assembly system established in the lower school. Each fortnight, children may be selected by their teachers and recognised for demonstrating good work in class, good behaviour in school, showing consideration towards others, or any other good reason, which deserves merit.

These pupils will be rewarded at a Well-Done Assembly, and will receive a certificate and a badge from a member of the management team.

A well done notice board is set up in the Red Area for names to be displayed.

### **Upper School Assemblies.**

The Head teacher, Depute Head Teacher, School Pastors and Classes will work on a rota basis working on a different theme each term.

At the end of each term Achievement Assembly is held for P4-7 pupils. Staff should nominate pupils who they feel deserve recognition for achievements made during the term. These may be in or out of class or indeed in or out of school. For this to remain successful, it is crucial that teachers and other members of staff consistently recognise good effort and bring it to the attention of the Head Teacher.

### **Pupil Support Base**

The Pupil Support Base is available for children who are unable to cope with being outdoors, children who are unwell, children who consistently fail to complete class work, or as a containment for children who are not meeting the boundaries set out by school.

The children who have been put to the P.S.B. for unacceptable behaviour must be supplied with work to keep them occupied. Pupils in the Support Base for reasons other than not completing work or unacceptable behaviour may play games and use any of the resources in the base.

There is a range of facilities available to suit the needs of individuals. Learning Support Auxilliaries and the Support Care Worker constantly supervise this room. They will keep a record of who is in the base and the reasons for their attendance. Staff should complete a slip explaining why the child has been sent to the base each time a pupil is kept in.

### **Minor Incidents in class or playground**

Classroom incidents.

Depending on the nature of the incident, this can be dealt with by the class teacher. If it is minor, a verbal warning from the class teacher is sufficient. If unacceptable behaviour continues, the teacher may decide to issue a punishment exercise, withdraw privileges – such as part of Quality Time, if the behavior persists the Head teacher may be informed.

Playground incidents.

Playground supervisors may issue house points for good behaviour and can issue warnings leading to the loss of Quality Time for playground incidents.

### **Major Incidents in class or playground**

If any incident is deemed to be major, the Head Teacher must be informed and appropriate action will be taken. This will involve a warning letter to parents, parents invited into school for further discussion and courses of action discussed.

### **Behaviour Book**

Behaviour Books may be used where deemed necessary after consultation with SLT Team or Senior Management - books are used to communicate on a daily basis, with parents

regarding the behaviour of their child. The class teacher is required to write a short comment each day, which the parent signs. Behaviour books are available from the Support for Learning office.

**Incident Log.**

Incidents of a serious nature involving contact with parents may be recorded under Pastoral Notes in Seemis.

All bullying incidents investigated will be recorded in Seemis under Bullying Incidents with the action taken, resolution and outcome recorded.