

## Positive Behaviour Policy

### Rationale

"The behaviour of pupils in a school is a key influence on the ethos of the school and on the sense of purpose and community that prevails throughout the school. It is considered to play an important role in determining the overall standards of education provided by the school and on the level of attainment achieved by pupils in the school.

Whole school approaches to the management of behaviour can do much to promote and support behaviour among all pupils in the school. The methods used by teachers in classrooms must build on and reinforce whole school systems. Where individual pupils exhibit particularly challenging behaviour there are a range of techniques that can be used in these circumstances."

"Framework for Positive Behaviour" - City of Edinburgh Council, 1999

<u>Aims</u>	<u>Standards of Behaviour</u>	<u>Teaching and Learning</u>
<u>The School Rules</u>	<u>Rewards</u>	<u>The St. Ninian System for Rewarding Positive Behaviour</u>
<u>Good Work</u>	<u>Sanctions</u>	<u>Playground</u>
	<u>Final Stage</u>	

### Aims

As a school community/family, all adults and children have a responsibility to promote our school ethos, which aims:

- To create a caring, supportive environment that encourages and reinforces good behaviour and in which all pupils can succeed
- To promote respect and love for others and defining clearly acceptable behaviour, bearing witness to our gospel values
- To promote a positive climate with high but realistic expectations
- To foster and encourage a consistency of responses, promoted through example, honesty, courtesy and respect
- To ensure that the schools expectations and strategies are widely known and understood by our whole school community

- To raise standards and attainment of pupils – showing appreciation of the efforts and contributions of all

[Back to Top](#)

## **Standards of Behaviour**

Young people bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At our school our standards of behaviour are based on the principles of honesty, respect, consideration and responsibility.

## **Teaching and Learning**

Through an appropriate and differentiated curriculum, we will take account of the learning needs of all pupils and actively involve them in the learning process, helping to avoid alienation and disaffection, which can lead to challenging behaviour.

We will offer an interactive stimulating environment, which is supported by clear and effective planning for learning, that offers opportunities for positive discipline both in expectation and practice.

Through effective classroom management, we will give clear messages to our pupils about the extent to which their efforts are valued.

We as a staff will respect our pupils for themselves and expect respect in return.

Our teaching methodologies will encourage enthusiasm and active participation for all. Our school environment will celebrate and value the successes of our pupils in the displays of their work.

## **The School Rules**

The school rules should be brief and memorable. The emphasis in our practice is always to use positive language as is clearly indicated in the Golden Rules (to promote moral values - Mosely) that are displayed around the school, however the children find it easier to remember (rote learning) the following all encompassing Big Three:

1. Be Right - Follow Directions
2. Be Safe - Keep your hands, feet and objects to yourself
3. Be Nice - no teasing or name-calling

It is the responsibility of the Class Teacher and Managers to teach the children the Big Three and when managing challenging and inappropriate behaviour to use the Golden Rules and particularly the Big Three during the teacher-child engagement. Consistent attention to the discussion of the rules will encourage the children to remember them when faced with a choice regarding their behaviour.

The Golden Rules are:

1. Do be gentle
2. Do be kind and helpful
3. Do work hard
4. Do look after property
5. Do listen to people
6. Do be honest

## **Rewards**

Positive Behaviour is expected from all by all. It is important to reinforce and promote positive behaviour; therefore we build in rewards. Rewards have a motivational effect, helping our pupils to see that good behaviour is valued. At St. Ninian's, each pupil is awarded Golden Time each week. Those who choose to behave inappropriately forfeit time from that allocated Golden Time.

## **The St. Ninian System for Rewarding Positive Behaviour**

- Praise and Golden Time
- Stamps - see Criteria Below
- Certificates
- Receiving a certificate is celebrated on the "Going for Gold" board.

Criteria for Stamps:

- Recognition for consistent good behaviour in school
- Recognition of effort to change inappropriate behaviour
- Recognition of kindness, supportiveness towards another person
- Recognition of consistently showing respect for others and for the school environment
- Recognition of behaviour that enhances the school reputation within the community

## **Going for Gold:**

- v 20 stamps = Bronze Certificate and a bronze pencil
  - v 15 Bronze Certificates = 1 Silver Certificate and High Tea with a manager
  - v 30 Silver Certificates = 1 Gold Certificate = 2 cinema tickets
- Recognition and celebration of Silver and Gold Certificates are displayed on our "Going for Gold Board" with the child's name, photograph and number of certificates earned.

The Going for Gold process can take considerable time therefore we want to congratulate and celebrate those in "training" for gold and will have all bronze winners indicated on class lists around the Going for Gold Board.

## **Good Work:**

Good work and effort are rewarded in the following ways:

- Verbal Praise
  - Written Praise
  - Agreed positive marking policy/practice
  - Shared with the Peer Group
  - Displayed in the Classroom
  - Displayed in the corridor
  - Shared with Management as appropriate
  - Recognised in attainment results, or placed into the ROA
  - Shared at Assembly as and when appropriate
  - Outstanding work - "Wonderworker" - name on the wall of the classroom for the week and honoured at assembly
  - Excellent work will be placed on the Wall of Excellence. This wall can be found in the main corridor downstairs.

## **Sanctions**

Although it is recognised by all that the focus should always be positive, there is a need for sanctions in order to register disapproval as well as to protect the security and stability of the school community.

In the use of sanctions we state clearly what change of behaviour is required and the sanction is only applied to those directly involved in the unacceptable behaviour. We focus on unacceptable behaviour and not the unacceptability of pupils as individuals.

Where anti-social, disruptive, discriminatory or aggressive behaviour is frequent, there will be an evaluation of the curriculum, classroom management and whole school procedures, with additional help from Psychological Services and other community supportive agencies as necessary.

Our sanctions range from expressions of disapproval through to the ultimate sanction of exclusion.

Sanctions :

1. Verbal Warning
2. Name on the chalk/white board
3. Yellow Card
4. Red Card
5. Loss of Golden Time
6. Removal from learning situation
7. Intervention by Depute Head Teacher
8. Parents Informed
9. Intervention by Head Teacher
10. Disciplinary Action

Only in extreme circumstances can a member of staff move from 1-7 or 1-9.

Meeting with members of the management team on a regular basis eventually dilutes effect and loses desired impact.

### **Further information on Sanctions**

Verbal Warning:

This should be clear, distinct and obvious to both the child and the class. It should be emphasised that this is part of the discipline procedure. The child should also be informed of what the next stage will be if the behaviour is not modified.

Name Written:

This public sanction can have immediate effect as the person choosing to behave inappropriately can be noted by all.

Yellow Card:

This sanction is only to be used after the above. A child can only have one verbal warning/once being named on the board. Since the card is placed in front of the child it should be obvious to them and therefore it will only be necessary to inform the child what the next stage will be. Like all sanctions a Yellow card has a limited lifespan. If the child has modified his/her behaviour satisfactorily then all sanctions are withdrawn.

#### Red Card:

This results in the loss of 10 minutes of Golden Time. The class and the child should be reminded of this not only at the time of handing out the red card but also at Golden Time. If the child has modified his/her behaviour satisfactorily then all sanctions are withdrawn.

#### Sent Out of Class:

A child may be sent to a pre-arranged class for a set time. The child should take a card indicating how long he/she is to spend there and have work with them if the teacher has deemed it appropriate. Receiving classrooms should have a designated table or place for any children sent to them so that the time-out pupil knows where to go when they enter the room. These arrangements are to reduce any disruption to the receiving class.

#### Punishment Exercise:

This is a piece of work, which is to be carried out during playtime. This could be an essay about a topic related to the offence. The completed piece of work should be signed and commented on by a parent. The Punishment Exercise is not to be regarded as complete unless it is signed and commented on by a parent.

#### Headteacher:

A manager should see a pupil only if he/she is persistently choosing to behave inappropriately. However it is vital that the sent/return slips are used. Prior knowledge of the pupil's behaviour and attitude allows the manager to take the most appropriate action given all known circumstances. This is not possible if the pupil just arrives at the manager's office unexpectedly.

This information describing sanctions is taken from: Amended Behaviour Procedures 24/8/01

#### **Playground**

When pupils are playing in the playground the same school rules apply. Should inappropriate behaviour occur the following process is followed:

1. Recognition that the pupil is choosing to behave inappropriately by a member of staff
2. A verbal warning
3. Time out
4. Unsafe or persistent behaviour - discussed with class teacher (only when necessary) or with member of management (first instance depute head)

Persistent inappropriate behaviour in the playground may lead to:

- Play time away from friends
- Pupils writing essays about appropriate behaviour
- Intervention of the Management team
- Parental involvement and support

If a serious incident occurs in isolation, it will be treated as an isolated incident and usual guidelines will be deployed.

### **Final Stage**

If a pupil in our school chooses not to follow the school rules, or behaves inappropriately or chooses behaviour that endangers or seriously disrupts the learning and teaching of others, and where all strategies have been implemented, it unfortunately may lead to the child being excluded from St. Ninian's.

### **FINALLY**

It is essential that every member of staff is consistent in practice and expectation.

"Children are our hope for the future,

But we are the hope for theirs."

Assertive Discipline, Cantor pp257