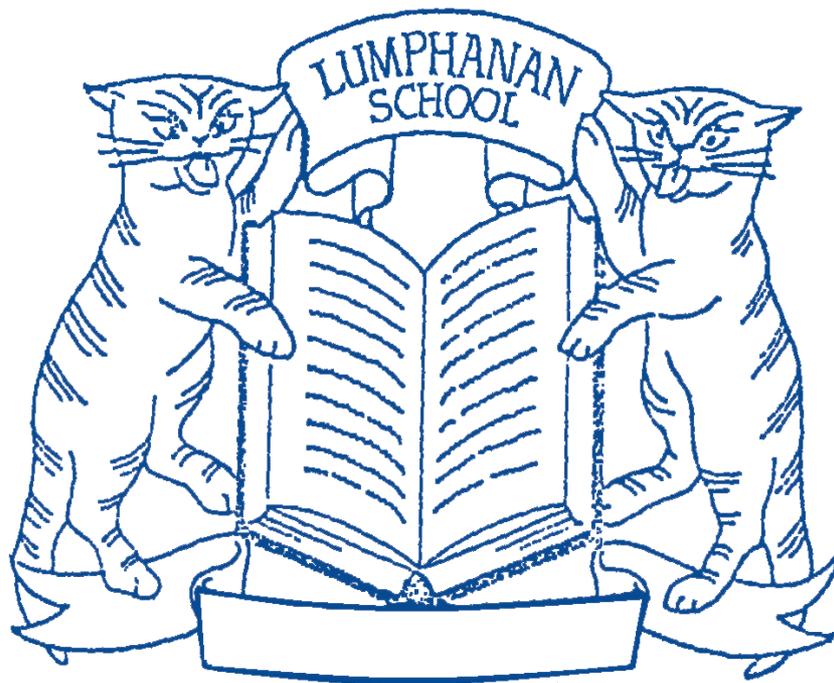


Behaviour Policy



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Rationale

At Lumphanan School we believe that in order for pupils to achieve their full potential academically, socially and emotionally, it is vital that we demand and expect high standards of behaviour.

Behaviour management is the responsibility of parents, staff (both teaching and non-teaching) and the children themselves.

If children are to develop into well adjusted, responsible adults, a positive approach must be encouraged at both home and school.

The Scottish Executive publication, "Better Behaviour, Better Learning" (SEED June 2001), identifies several key principles for effective behaviour management, and is closely linked to our school's aims.

The following statement from the document summarises our approach in relation to behaviour management.

"Children should be praised, encouraged and credited in an ongoing way. In assisting our children to achieve their fullest potential, we believe in encouraging self-confidence, self-esteem and positive attitudes."

School Aims

Lumphanan School aims to provide:-

- A positive ethos which encourages pupils and staff to feel good about themselves in an effective learning environment.
- Standards of behaviour that ensure fairness, safety and mutual courtesy.
- Recognition by pupils that they have rights and a duty to make sure that they enjoy them in a way that does not deny other people of their rights.
- A rights based approach which encourages responsible behaviour by all, (Rights Respecting Ethos).
- An awareness of the high expectations that the school has of all pupils and staff.
- Encouragement to pupils to manage their own behaviour effectively.
- A caring, supportive, safe and happy environment.
- Encouragement to pupils to be courteous and well-mannered with the expectation of high standards of behaviour and discipline at all times.

School Rules

We believe that any approach to discipline and behaviour which focuses on punishment only is unlikely to succeed. Our approach therefore, is a positive one. We emphasise the need to encourage, acknowledge and praise good behaviour.

To promote positive behaviour in our school we have adopted a system of Golden Rules. These rules are a set of moral values which applies to all walks of life, not just for school.

Golden Rules

- Do be gentle, don't hurt anyone.
- Do be kind and helpful, don't hurt people's feelings.
- Do work hard, don't waste time.
- Do look after property, don't waste or damage things.
- Do listen to people, don't interrupt.
- Do be honest, don't cover up the truth.

Promoting Positive Behaviour – Responsibilities

Positive behaviour is achieved in 3 ways:-

1. Prevention – Preventative strategies which encourage each pupil to develop a sense of self-discipline.
2. Management – When negative behaviour occurs we need to be able to respond positively and effectively.
3. Praise and Encouragement – It is used to motivate, stimulate and enthuse pupils at all times.

Promoting Positive Behaviour–Responsibilities (Cont.)

We try to do all three by employing positive behaviour strategies through a number of initiatives and school policies and imposing understood sanctions when negative behaviour arises.

Staff are expected to:

- Treat pupils and their views with respect.
- Involve pupils in drawing up class charters.
- Endeavour where possible, to assess and meet the needs of all pupils.
- Be supportive, both academically and emotionally.
- Provide positive experiences in a well organised, safe but stimulating environment.
- Instil the joy of learning, promote self-discipline and the ability to forge good relationships.

Pupils are expected to:

- Treat all adults within the school community with respect.
- Obey Golden Rules and Class Charters and follow instructions given by an adult who has responsibility for them.
- Treat other pupils with consideration and kindness.
- Take care of other people's property.
- Work hard to fulfil their potential in all areas of school life.
- Be proud of their school and their own achievements.

Parents are expected to:

- Ensure their children attend school regularly.
- Ensure they arrive at school on time and properly equipped.
- Take an interest in their children's school work and show support in various ways eg: supervising homework, communicating with the school when required, attending parent interviews.
- Explain that when followed, rules usually help keep children safe and happy.
- Support the school in promoting positive behaviour.

Advice for Staff

Children have to learn positive behaviour and as in all aspects of life, they sometimes have to learn from their mistakes. As in all aspects of managing behaviour, consistency is the key to success:-

- Be consistent, fair and persistent.
- Keep any promise you make with the pupils and remain open and honest with them.
- Before taking any action, communicate clearly and effectively your intentions to the pupil.
- Act rather than react.
- Impose appropriate, fair and effective sanctions that are relevant to the misdemeanour.
- Be confident and let your voice and manner make it clear to the pupil what you expect them to do.
- Seek advice and support if the situation escalates.
- Reprimands should focus on the behaviour not on the pupil's personal qualities.
- Pupils should be reprimanded privately whenever this is possible.

School Expectations

- All members of the school community are expected to respect each other.
- Pupils are expected to take care of and value school property and equipment.
- Pupils are expected to conduct themselves in an orderly manner at all times while under the jurisdiction of the school
- Pupils are not allowed to bring any potentially dangerous objects to the school that could harm themselves or others.
- Pupils are not permitted to leave the school grounds during the normal school hours without first having obtained permission from the school/home.

Rewards and Sanctions

Good behaviour in children will be acknowledged, encouraged and praised. Our main approach to promoting positive behaviour is an incentive system based around Golden Time. By this approach, all children are allocated one 60 minute block of Golden Time each month. This will usually be on the last Friday of each month from 2.00pm – 3.00pm. During this time the children will participate in a range of interests and may include things such as baking, recycled art and craft, ICT, board games, hall games, gardening, curling, football etc.

Additional Positive Behaviour Strategies

- Certificates and stickers for positive behaviour and achievement in all areas across the curriculum and out with the school will be presented to the children on an ongoing basis.
- Use of Circle Time to discuss aspects of personal and social development including positive and negative behaviour.
- Promoting Rights Respecting School work and activities.
- Staff using praise as a sincere and prompt response to positive behaviour or achievement.
- Head Teacher Awards will be given to pupils who have worked or behaved particularly well. They will receive a special sticker and/or certificate from the Head Teacher, Ms Stratton.

A Good School Ethos

As staff and pupils spend a good proportion of their time within the school building, it is important for the welfare of all concerned that the 'climate' is ideal for the nurture of young plants, and does not exhaust the gardener!

Environment

There is a physical and emotional element to providing an ideal climate. At Lumphanan School we are committed to provide both.

Physical Environment

- An attractive, tidy interior
- Suitable furniture and furnishings
- Convenient storage of resources
- Well organised displays
- Notice boards with eye-catching displays of current information
- Golden Rules prominently displayed

Emotional Environment

- Regular Circle Time
- Parents, carers or pupils feeling that all staff are approachable at appropriate times
- An active Lumphanan Primary and Parent Council (LPPC) which enables all to be informed and involved in school life
- ECO/RSPB, Fairtrade/Health, Pupil Council, JSO/Rights Respecting Committees which meet regularly to discuss relevant issues and report back to their classmates. This ensures pupils have a voice in school life
- Where all staff share a collective responsibility for the welfare and discipline of all pupils during the school day
- Where all staff are supported by and supportive of each other

A Promoting Positive Behaviour Classroom

Pupils spend a lot of their time in the classroom, interacting with the teacher and other adult helpers as well as with their classmates. The classroom environment is very important in ensuring academic and emotional growth.

Physical environment

In each classroom staff endeavour to have:-

- Adequate resources, well organised and accessible to pupils
- Attractive and purposeful wall and table displays relevant to the current work programme
- Desks arranged to ensure safe storage of equipment and clear, safe passage of pupils and staff when moving in an orderly manner around the room
- Good ventilation and access to a supply of safe drinking water

Emotional Environment

At Lumphanan pupils are encouraged to:-

- Become involved in drawing up Class Charters and follow the Golden Rules
- Express their feelings freely and confidently in front of their peers
- Venture answers and opinions without fearing censure
- Share space and property with fellow pupils

A Promoting Positive Behaviour Classroom (Cont..)

- Take time to reflect on, inquire into or investigate new knowledge or experiences which will develop their self-esteem
- Learn to deal positively with criticism and failure
- Self-evaluate and when invited to, offer constructive appraisal or assessment of the fellow pupils in a positive way
- Settle any dispute with peers through a 'no blame' approach
- Respect and respond to other people's feelings and needs
- Be solution focused thinkers

Teachers and Pupil Support Assistants will facilitate a good emotional environment by:-

- Involving the pupils in drawing up a Class charter and referring to them often
- Sharing 'learning intentions' and a vision pupils can buy into
- Using formative assessment to meet the needs of each pupil in core curricular area
- Stimulating and stretching all pupils which support those with special needs
- Informing management and relevant agencies if a pupil may need a referral
- Providing a 'safe' environment as detailed above

Rights Respecting Schools Statement

As a Unicef Rights Respecting School (RRS), we promote and foster a learning environment where everyone has specific rights and responsibilities in line with the United Nations Convention on the Rights of the Child, 1991.

Through the Lumphanan curriculum, children and young people have a right to:-

- Article 12 – Children have the right to say what they think should happen, when adults are making decisions that affect them and to have their opinions taken into account
- Article 13 – Children have a right to get and to share information, as long as the information is not damaging to them or others
- Article 14 – Children have a right to think and believe what they want, and to practice their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters
- Article 15 – Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights
- Article 23 – Children who have any kind of disability should have special care and support, so that they can lead full and independent lives
- Article 24 – Children have the right to good quality healthcare, to clean water, nutritious food and a clean environment, so that they will stay healthy. Rich countries should help poorer countries achieve this

Rights Respecting Schools Statement (Cont...)

- Article 28 – All children and young people have a right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this. Discipline in schools should respect children’s human dignity. Young people should be encouraged to reach the highest level of education they are capable of
- Article 29 – Education should develop each child’s personality and talents to the full. It should encourage children to respect their parents and their own and other cultures
- Article 30 – Children have a right to learn and use the languages and customs of their families, whether these are shared by the majority of people in the country or not
- Article 31 – All children have a right to relax and play and to join in a wide range of activities.

Throughout all learning and teaching experiences, everyone within the school community considers their responsibilities, in particular to respect the rights of others including pupils, staff, parents and the wider community

At Lumphanan School we are committed to the promotion of Rights and Responsibilities for all.