



Promoting Positive Behaviour

Aims and Principles

At Hill of Fearn Primary we maintain a high level of discipline as we strive to promote positive behaviour.

Although this is a general school policy each child's behaviour will be dealt with according to the child's age, stage of development, SEN and current factors affecting the child. However if other pupils' safety is at risk the perpetrator may have a specified, short 'cooling off' period, which would have been agreed with pupil, parent and head teacher.

Positive Behaviour

The school has a behaviour code. This explains to pupils and staff behaviour which is green and which we aim for, amber behaviour which should not be tolerated and red behaviour which is more serious negative behaviour. The behaviour code is displayed around the school and has recently been updated by the Pupil Council.

Children displaying green behaviour will be rewarded with praise and a stamp on their green behaviour card. They will be given a reward at assembly when their card is full.

Amber behaviour will be dealt with promptly and will result in the child losing 5 minutes of golden time.

Red behaviour will result in a child losing their golden time and a red letter going home to parents. In cases of a red letter it may also be necessary for the school to make contact with parents either by telephone or in person.

Through the behaviour code we aim to work closely with parents to encourage every child to demonstrate green behaviour and thus be a responsible citizen.

Appropriate praise is used to promote positive behaviour. This encourages staff to look for the good behaviour and reward, through positive attention, those behaving well. A variety of strategies are implemented and changed after a while when the impetus has worn off.

Shouting by staff will be kept to a minimum to be used for effect rather than fear.

The Golden Rules are displayed in the corridor and are revisited specifically annually during the first term in Circle Time. When children are being praised for their behaviour staff are encouraged to say why by stating the golden rule applied.

Good behaviour is rewarded by a set time each week of free time called 'golden time' as this is related to keeping the golden rules. These activities are chosen by the pupils themselves. Staff are encouraged to join in during golden time and not to use the time for marking, etc. This time should be a positive activity for all concerned.

Every person should be treated with respect whether adult or pupil. All are expected to be polite, hold doors open for the next person, help with a heavy load, smile and speak when passing in the corridor, etc. Racism and bullying will not be tolerated. (See separate policies.) Visitors coming to the school should be welcomed warmly and with courtesy.

The Buddy System

In the playground the pupils are encouraged to play together and to solve problems but also to know when they must get help from an adult in the playground. Adults will intervene when necessary and guide resolutions. However pupils are encouraged to behave well and have self control when there are no adults present. We want the pupils at Hill of Fearn to be good citizens in the real world.

To help with this we have a buddy system, which encourages peers to help each other in the playground. This is not designed to replace the authoritative adult but to bring out leadership skills, promote citizenship, value self esteem and to have a happy play time for all!

Dealing with Negative Behaviour

The promotion of positive behaviour cancels out a great deal of negative behaviour so there are fewer instances with which to deal. However poor behaviour will not be tolerated. It shows lack of respect for either person or property, neither of which is acceptable.

Because of the closeness in a small school it is easier to deal with negative behaviour as staff can pinpoint areas of concern very quickly. With few members of staff the head teacher is able to learn about

incidents almost immediately and is able to act quickly. Staff feel confident when to deal with issues themselves and when to involve the head teacher. Mutual respect, understanding and communication are, therefore, vital.

No physical reprimand is tolerated and will be dealt with by the head teacher immediately. This may lead to disciplinary action.

In the playground

Buddies and pupils are encouraged to report to an adult who will know to either give strategies to the pupils to work it out, deal with it his or herself or report to class teacher, who may then report to head teacher.

In Class

Appropriate praise is used first. The class teacher will maintain high expectation of behaviour and workload to ensure all pupils are kept on task with differentiated work. This should avoid instances of negative behaviour in the first place. Any verbal warning should not humiliate pupil or lower self esteem. The behaviour should be reprimanded and not the person. E.g. 'What silly behaviour. Stop and think about safety.' rather than, 'You silly boy. Stop and think about safety.'

The behaviour code must be implemented consistently across the school as agreed.

If behaviour does not improve the class teacher should seek advice from head teacher. If a red note goes home to parents regarding a child then the head teacher should be aware of this prior to home time. The learning of the class should not suffer because of negative behaviour. The class teacher has a responsibility to all pupils in the class and not just one child. The class teacher and head teacher should discuss learning and teaching strategies to ensure positive learning environment. Class teachers should be reflective in their practice to maintain high standards of behaviour in the class room and on school visits outside of the school grounds.

Brought to Attention of Head Teacher

If the behaviour is brought to the attention of the head teacher then, depending on the behaviour and on the child in question, the head will use several strategies:

- Discuss with pupil
- General comment during assembly
- Contact parent by phone
- Contact parent by letter
- Lead peer mediation

- Suggest cooling off period
- Involve outside agencies to suggest strategies
- Report to area education office (for exclusion)
- Report to police (for extreme health & safety, assaults, etc.)

At all times the head teacher will work in consultation with staff and parents if they are involved. After an incident the head teacher will monitor subsequent behaviour pattern and praise where appropriate or act swiftly if there are no signs of improvement. The head teacher has a good relationship with pupils and parents who know that they will be spoken with or contacted immediately if there is a problem. This 'nips things in the bud' and allows the child to move on and quality learning and teaching to take place.

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