

Introduction

Good behaviour is an essential pre-requisite for good learning. At Langholm Primary School we believe that every child has a right to the best education that we can provide, and therefore aim to provide secure, calm surroundings through strong, consistent and fair management of pupil behaviour. Providing this good learning environment is the most basic and important thing that we do.

We aim to achieve good behaviour by the following means:

- By using a positive approach to behaviour management
- By having high expectations of pupils and encouraging them to have high expectations for themselves and others.
- By promoting positive staff relationships, pupil/ staff relationships and pupil/pupil relationships.
- By helping children develop confidence and self-esteem through our PSD (Personal and Social Development) programme.
- By involving parents and promoting positive and mutually supportive home/school links.

Rights Respecting School

All members of staff will reinforce and celebrate positive behaviour at Langholm Primary by modelling rights respecting behaviours, actions and language.

Our Whole School Charter was designed by members from the Rights Respecting Pupil Group and has been agreed across the school.

Specifically, this policy supports:

Article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life

Article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this. Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Promotion of Positive Relationships

The school endeavours, at all times, to promote and reward good behaviour. Staff and pupils are expected to act as role models and help foster a positive and supportive environment for all members of the school community.

The achievements and efforts of pupils are recognised and rewarded in a wide variety of ways. Staff have an important role to play in ensuring that pupils are rewarded, this can be done through verbal praise and positive, constructive written comments on work completed in school and at home. The positive achievements of groups and individuals are given formal recognition at School Assemblies, with House Points, stickers, through weekly certificates and also communicated home via Golden Letters and certificates. P7 and P6 pupils hold positions of responsibility (such as Buddies and House Captains) and are involved in supporting younger children in the school.

Teachers are responsible for the maintenance of positive behaviour in their classrooms, throughout the school and in the playground. Each class should discuss and display the vision, values and aims and these should be regularly reinforced. Class teachers will work with their class to decide upon and draw up acceptable rules with their own class at the start of the new school year. This is then signed by the pupils within the class to show agreement with the rules. It is the policy of the school to maintain good behaviour through positive methods of reward and encouragement rather than through negative methods of punishment. Children will be aware of the rewards, discipline procedure and the consequences.

Positive Behaviour Strategies and Rewards

- Awarding of certificates during our weekly celebration assembly
- The use of circle time to discuss aspects of personal and social development including positive behaviour.
- Discussing whole school behaviour issues at Pupil Council Meetings.
- 'Fun 31' is given as a reward for positive behaviour, achievement and for effort in learning for all pupils.
- Use of "Buddying" System within the school.
- Staff use praise (verbal and written) to promote positive behaviour or achievement.
- Setting of personal targets for improving work and/or behaviour
- Extra Fun 31 for termly house point winners
- In class rewards of stickers and house points
- Star certificates sent home for showing exceptional behaviour or effort
- Positive behaviour communicated with parents/carers through home/school books, certificates or phone calls home

Positive Behaviour System

Within Langholm Primary we use a Positive Behaviour System. This gives the children a clear structure of acceptable and unacceptable levels of behaviour. The staff, parents and pupils have had the opportunity to contribute to the levels for this system. All children have a new start each day. If a child displays amber or red behaviours the teacher will inform them of this and make a note on the behaviour tracker (this is a confidential school tracker).

Golden Letters – Pupils who are showing exceptional behaviour or effort will receive a Golden Letter. These will be sent home to share their child's achievement with parents and the pupil will receive extra **Fun 31 time**. Golden Letters might be given for excellent effort with their work, fantastic behaviour, being an amazing friend or using their initiative, to give a few examples.

Positive Behaviours – Some positive behaviours would be, sharing, being kind or helpful, helping others, having good manners, treating property correctly, listening to all adults in school and other children, trying their best, keeping your hands and feet to yourself, showing respect for themselves, respecting learning and property/resources whether theirs or others, following instructions, listening well, moving around the school sensibly.

Amber – Pushing someone, deliberately annoying someone, breaking property, not listening to an adult, answering an adult back, not following instructions, lack of effort, disruptive behaviour, distracting others, repeatedly not following instructions, name calling to upset someone, regularly shouting out, not staying on task, failing to complete a set task, saying rude or inappropriate things.

Red – Fighting, nipping, biting, making threats to someone, swearing, stealing, lying, cheating, bullying, vandalising, spitting at someone on purpose. A continuation of amber behaviour may also lead to red behaviour if warnings are not followed.

Unacceptable Behaviour and Sanctions

When a child fails to observe classroom rules, the consequences are as follows:

- Verbal warning – The teacher should speak to the child, give them a warning about their behaviour and ask them to make a good choice.
- If the inappropriate behaviour continues the child will be informed that they have continued to display unacceptable behaviours and the teacher will make a note of this on the tracker. The teacher will ensure that the child understands why this has happened. Five minutes of **Fun 31 time** will be spent in self-reflection for children in P4 and ten minutes for children in P5-P7. If the behaviour continues then the child will be informed that they are now **continuing to show unacceptable (red)** behaviours. They will be given an additional 10 minutes to reflect during **Fun 31 time**. If a child is placed directly on red, they would be given a reflection time for a total of 20 minutes during **Fun 31 time** (P5-7) and 15 minutes for children in P4. Any child placed on red should be sent to see the DHT/PT. A phone call will be made by the teacher to the parent/carer.

- During Reflection Time a member of SLT would discuss the behaviour with pupils and encourage self-reflection and better ways to deal with incidents in the future. This also includes thinking about The Rights of The Child and our School Values.
- Pupils in P1-P3 displaying any amber/red behaviours will be given the opportunity to reflect on their behaviour on that day.
- Where appropriate, children will be given the opportunity to reflect on their behaviour through the use of Restorative Practice. This gives pupils the chance to reflect on their behaviour and how it has affected others. Where possible this should be done with the class teacher (or person putting the child on red) but it may be appropriate for this to be done with the PT/DHT.
A restorative conversation may include the following questions:
What happened?
What were you thinking at the time?
What have your thoughts been since?
Who has been affected by what you did?
In what way have they been affected?
What do you think needs to happen next?
- If a child displays red behaviours 4 times within a month, or there is a sudden decline in a child's behaviour or attitude to school then a meeting will be arranged with the teacher, child, parent and DHT. During this meeting we will discuss positive ways to move forwards. This may include the child having a personal behaviour chart to monitor their behaviour and promote positive behaviour or a behaviour contract which the parents would be involved in developing.
- For persistent and extreme bad behaviour and following contact with parents, children will be given internal partial exclusion and lose playtime and lunch play. Decisions on the length of the exclusion will be made by the Headteacher.
- Where behaviour doesn't improve, with the permission of parents, advice may be sought from outside agencies.
- Where a child fails to respond to the consequences detailed above, they may face a whole day internal exclusion.
- Exclusion - Exclusion is the ultimate sanction in the management of the discipline process and is only considered when all other measures have been tried and have failed. This is to allow time for solutions to be found by working together with outside agencies and the family. It is only the Headteacher who can authorise an exclusion.

Exceptional Consideration

Pupils will not be discriminated against because of behaviour linked to a disability, medical condition or individual circumstances. In cases where pupils are experiencing social and/or emotional difficulties alternative and appropriate consequences or sanctions may be applied.