

St Louise Primary School



Positive Behaviour Policy

Performance Indicators – HGIOS 4	
1.5	Management of resources to promote equity
2.1	Safeguarding and child protection
2.2	Curriculum
2.3	Learning, teaching and assessment
2.4	Personalised support
2.7	Partnerships
3.1	Improving wellbeing, equality and inclusion
3.2	Raising attainment and achievement

Introduction:

In St Louise Primary School, it is our aim that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

The school has a number of positive guidelines and expectations of behaviour that aim to promote good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate and respectful way towards others. We treat all children fairly and apply this behaviour policy in a consistent way.

Rationale:

This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school recognises and promotes good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to encourage good behaviour, rather than merely deter anti-social behaviour.

Behaviour Management is the responsibility of **all** staff, pupils, parents and carers of St Louise Primary.

In the Classroom:

At the beginning of the school year and at different points throughout, the class teacher will consult with the pupils on a shared code of behaviour / class charter and each member of the class will agree to these to ensure that everyone works together to promote positive relationships and behaviour.

Each class will have in place a variety of systems to support positive behaviour which may include group/class/personal points, stickers, rewards, incentives, strategies to promote positive behaviour and any other systems that contribute to a positive ethos within the classroom. It is the class teacher's responsibility to ensure that their class behaves in a responsible manner during lesson times.

There must be high expectations of all pupils in regards to behaviour to ensure that all children work to the best of their ability.

The class teacher must be a role model for the children and treat each child fairly, and enforce the classroom code consistently. The teachers will treat children in their classes with respect and understanding and expect the same behaviour in return.

The class teacher should ensure that parents are aware of repeated low level negative behaviour such as calling out or disrupting the class.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Senior Management Team.

The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent (in discussion with the Senior Management Team) if there are concerns about the behaviour or welfare of a child.

Support staff should also provide a positive model of behaviour to children and ensure high expectations are made explicit to the children. They should inform class teachers of any inappropriate behaviour.

Around the School:

At the beginning of a new school year and during assemblies the Senior Management Team will remind children of the high expectations of behaviour throughout the school and the quality behaviours that lead to a positive ethos.

In the Playground:

Our school community agreed on a playground charter which outlines the expected behaviour of children during break times. (see appendix 1)

Promoting Positive Behaviour:

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children.
- Teachers give children a variety of rewards which focus on their behaviour, their learning and their achievements.
- Pupils may be sent to another member of staff to re-enforce the praise and they may receive a sticker.
- Each week one child from each class is nominated to receive a certificate in the awards assembly, to celebrate good behaviour, attitudes and achievement.
- Positive playtime behaviour is rewarded with a gold coin which is placed in a class box and at the end of the week the class with the most coins receives a treat.
- The Headteacher actively encourages staff members to send children to her for good behaviour, improved attitudes to learning, and outstanding achievement.
- St Louise Primary expects school charters to be followed to ensure a safe and positive learning environment and we review each situation on an individual basis.
- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task, or complete it at another time.
- If behaviour is inappropriate, then a verbal warning is given to the child and the class teacher should explain to the child what he/she is doing that is not acceptable.

- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we ask the child to work in a quieter area from the rest of the class until s/he calms down, and is able to work sensibly again with others.
- There are time-out tables/areas classes can use where a child can be placed in order to reflect on his/her behaviour.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. The teacher may at this point seek further support from the Senior Management Team.
- If a child repeatedly acts in a way that disrupts or upsets others, the teacher will seek further support from the Senior Management Team. The school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.
- Racist incidents will not be tolerated in any form.

Further Sanctions:

We do not wish to exclude any child from school, but sometimes this may be necessary. Therefore, when all reasonable strategies have been attempted and have failed (including internal sanctions and the application of any available support), exclusion is the next option for the school.

Exclusions may occur if:

- Children repeatedly violate the Behaviour Policy
- Children seriously assault children or staff
- Children commit serious breaches of the Behaviour Policy
- Exclusions from playtimes/lunchtimes will also be considered if children are repeatedly violating the Behaviour Policy during this time.

Where serious behaviour incidents have occurred in school, staff will use South Lanarkshire's 'Promoting Positive Relationships and Behaviour' guidelines to support children to understand their behaviour and how to improve it.

This policy is written in conjunction with South Lanarkshire's 'Treat Me Well' guidance.

St Louise Primary



Our Playground Charter

Things we do	Things we don't do
Be thoughtful and respectful to others	Don't hit, kick or push
Include each other	Don't ignore people
Help people when they fall	Don't be rude
Speak in a nice manner	Don't shout at others

Article 31

We have the right
to play



Article 19

