

Park Primary Behaviour Policy

Our Vision

In Park Primary School, we have a shared vision to ensure our school is a happy place, a healthy place, a safe place, and a place where children are excited to learn.



Our Values

Trust
Respect
Ambition
Inclusion
Responsibility

Our Aims

In Park Primary we aim to:

- Encourage pupils to have a positive attitude towards learning
- Work closely with our parents and the community
- Be a place where everyone is included
- Help pupils develop skills for learning, life and work
- Foster healthy and active lifestyles
- Ensure pupils feel supported in their life and learning
- Encourage everyone to show their skills and talents
- Be eco-friendly
- Be fair and caring
- Ensure learning is active
- Encourage pupils to take the lead
- Encourage and listen to pupil voice

INDIVIDUAL ROLES AND RESPONSIBILITIES

All Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Ensuring a consistent approach is used
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording serious behaviour incidents
- The Leadership Team and Wellbeing support worker will support staff in responding to behaviour incidents.

Pupils

- Participate in rule setting
- Understand and practise responsibilities
- Try new things with a positive attitude
- Arrive at school ready to learn

Parents / Caregivers

- Support their child in adhering to our School Rules
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Read and understand Park School's Behaviour Management Policy
- Support Park School in the delivery of the policy.

RIGHTS, RESPONSIBILITIES AND RULES

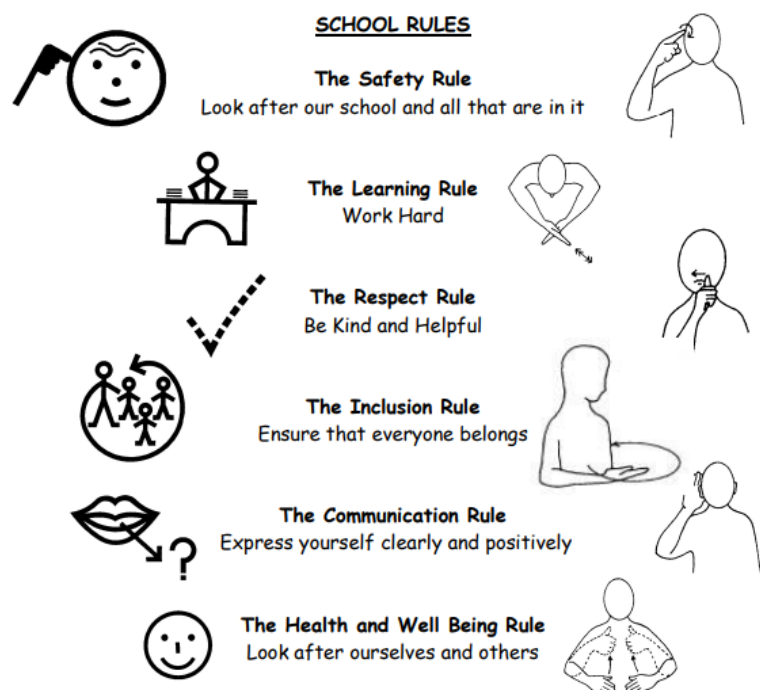
People at this school are entitled to the following rights:

| | |
|-----------------------------|--|
| A Safety Right: | The right to be free from intimidation. This includes the right to be emotionally safe as well as physically. The right to share and follow rules and take responsibility for our own actions. |
| A Learning Right: | The right to teach and learn without interference, at an individual pace, ability and level of understanding and in a motivating environment. |
| A Respect Right: | The right to be treated with understanding, fairness and equality |
| An Inclusion Right: | The right to have barriers removed to enable a sense of ownership, achievement and belonging in the community with which we live. |
| A Communication Right: | The right to express oneself, share ideas, ask questions and be understood. |
| A Health & Wellbeing Right: | The right to an environment that promotes, supports and nurtures mental, physical and nutritional health and wellbeing. |

A right can only be enjoyed when it is protected by the rest of the group. These responsibilities are expressed in the form of rules.

Since rules are closely related to rights, our school and classroom rules cover the same themes:

Safety Rules
Learning Rules
Respect Rules
Inclusion Rules
Communication Rules
Health & Wellbeing Rules



CONSEQUENCES

There is a difference between punishment for and consequence of an action.

- An appropriate consequence should highlight that a person has a choice over their behaviour.
- When applying a consequence, it is crucial to emphasise explicitly that the pupil is receiving it as a direct result of their choice
- Consequences are not stand alone – they should be tied closely with Rights / Responsibilities / Rules. In the first instance by a reminder/school rule reflection card warning followed by a Reflection Card if behaviour continues. In more extreme cases the head teacher may impose a fitting punishment/consequence. In serious cases, parents are asked to come to the school to discuss the matter.

In the case of continual behaviour problems, which cannot be rectified by the school and parents, it may be necessary to refer a child to the Education Department's Psychological Services or seek some other source of professional advice (e.g. Health Visitor). This is always done in consultation with parents.

In the unlikely event of an extremely serious incident, the matter would be referred to a member of the Education Department and set procedures followed, perhaps resulting in the ultimate sanction of exclusion from school.

The discipline policy managed on a day-to-day basis within the school can be summarised as follows:

Minor offences are dealt with in the first instance by a reminder that a behaviour is breaking a specific school rule and Reflection Card will be issued warning if negative behaviour continues. These could include:

- Irrelevant incessant chatting in class – Communication rule
- Not following instructions – Respect/Learning rule
- Running in the corridor – Safety Rule
- Calling people name – Respect rule

If the behaviour persists after a school rule Reflection Card warning, the action taken might include:

- Reflection Card – 2 reflection cards in 1 day then a reflection sheet will be completed at the beginning of lunch time and sent home to be signed.
- Reflection counselling/discussion with teacher and/or parents and management.

Reflection Sheet

Aims:

- To help pupils reflect upon their behaviour
- To aid in pupils becoming more aware of their actions, rights and responsibilities.
- To improve effectiveness of teacher counselling and discussions with pupils.
- To aid in future discussions with pupils / parents.
- To help provide a more restorative than punitive method for helping children with their behaviour.
- To improve our accountability

More serious offences usually result in immediate punishment of the type listed above (no warning). They are often dealt with by the Head Teacher and can result in parents being contacted. Examples of this type of behaviour are:

- hurting other pupils
- swearing
- damaging school property or interfering with the property of others
- rudeness to adults
- running away from school
- bullying

Incidents, which result in children being hurt or upset, require investigation and mediation. Usually apologies are required, often on both sides.

Procedures for dealing with indiscipline in the playground

Children are supervised in the playground by support staff and for a period at the beginning of lunch, teaching and support staff. In all cases staff will listen before making judgments, and aim to treat the children fairly and appropriately. We shall use restorative questions if appropriate to the situation. Staff will always try to de-escalate behaviour.

Playground Supervisors will follow positive behaviour strategies and inform the class teacher of any negative behaviour issues. If a pupil breaks the rules they will be asked to sit on the Reflection Bench for 5 minutes and teachers will be informed. If behaviour persists or is of a serious nature then pupil will be taken to HT office.

Anti –Bullying policy

What is important to us?

We believe that the best environment for young people to grow up in is one that:

- promotes inclusion
- celebrates diversity
- embraces equality
- places the rights of children at the heart of its ethos and culture.

In all our policies and practice we respect the rights of children to be cared for and kept safe.

Our Anti-Bullying statement may be used alongside Child Protection Procedures for Argyll & Bute.

We use the GIRFEC Principles of “Getting It Right for Every Child” and SHANNARI principles in our individual care plans.

We expect all our staff, children and families to be positive role models. Modelling an ethos:

- that promotes well being
- fosters respectful and supportive relationships with children, parents / carers and each other
- proactively understanding anti-discriminatory / anti-bullying policies
- lead on anti-bullying prevention measures when it is safe for them to do so

We listen to children’s voices so that we can support them to build meaningful relationships.

We work hard to build strong and productive relationships with our families.

We will identify and help to address problems that may cause young people to display bullying.

It is important to us that everyone in our school community feels listened to.

Strategies exist to ensure that bullying does not become a major problem. These include:

- Discussion of the issue in class and Assembly
- Health & Wellbeing Learning and Teaching
- Making children aware that ganging up on someone is a form of bullying

- Dealing with issues such as name calling/joke playing
- Providing victims with coping strategies
- Encouraging the reporting of all incidents of bullying
- Discussion of serious problems of this nature with parents
- In the most serious cases, arrangement of extra support, e.g. counselling.

Anti-Bullying

You can't expect to like everyone you meet, and that's okay, but turning that into actions, threats, shouting abuse or posting nasty comments is not okay.

What is bullying?

Bullying is when someone deliberately and intentionally hurts, upsets, or has negative power over another person or people

Bullying can be:

- Verbal—name calling
- Social—being left out
- Mental—threats, pressure to conform
- Physical—assault
- Material—Stolen possessions / damage
- Cyber—text, email or social media

Our aim is to make sure that all children are aware that bullying is wrong and we will not stand for bullying. This awareness is a key factor to ensuring that bullying does not take place. Anyone can be bullied. A person who is bullied will feel a variety of emotions. We encourage children to TELL SOMEONE and don't keep their emotions bottled up.

Reporting a bullying incident

Listen patiently to the child and take it seriously. Give reassurance that the problem will be solved. Investigate sensitively and patiently. Remember both the victim and the "bully" need support. Try to find out facts. Do something to stop the bullying. These are the steps we intend to take as a school in regards to the pupil who has hurt the other child/ children:

All parents of all the children involved in the incident will be informed when an incident is found to be bullying.

- Restorative approaches—where the children are encouraged to talk through their problems and find a resolution together

- Verbal reprimand
- Parental appointment, to discuss the matter in full
- Letter to parents—copy kept in pupil's file
- Mediation—between all parties
- Written consequence
- Detention—break time or lunchtime
- Police involvement
- Final warning
- Exclusion.

Depending on the nature of the report a number of these steps can be skipped and pupils can ultimately be excluded if the nature of the incident merits this course of action. The victim and the pupil who was found to be hurting the other child may both require support. This may be done in a number of ways:

- Discussion with parents
- Support from staff, with individual planning
- Solution Focused meeting to bring support for the child through outside agencies
- Whole class focused support on friendships, feelings and conflict
- Whole class Circle Time / Pastoral support

CLASSROOM MANAGEMENT

Pupils must know what is expected of them, so expectations and class rules must be negotiated where appropriate, clearly stated, published and reviewed regularly.

Rules for the classroom and other areas must reflect the overall Behaviour Management Policy of the whole school. It is the classroom teachers' responsibility to make sure that the class rules are related and reflect the rules of the school.

Where rules are negotiated between teacher and pupil we use the Rights and Responsibilities model and have logically related consequences.

Examples of classroom rules are. . .

Our SAFETY RULE covers. . .

- Walking in and around the classroom
- Use of equipment

Therefore in our room when we get out of our seat and move around we have the responsibility to do so without disturbing others. If I disturb others while moving around I may lose the right to this privilege.

Our COMMUNICATION RULE covers. . .

- Hands up
- Working noise
- Name calling
- Listening and responding to individuals' styles of communication

Therefore in our room when we wish to ask a question or make a comment we have the responsibility to put our hand up and wait our turn. This gives everyone a fair go.

When we use methods of communication such as eye contact, vocalizing or using gestures we have the responsibility to ensure we receive a positive response. Inappropriate noises or words will be ignored or followed through with a negative consequence.

These rules should be;

- Context specific and pupils are reminded that these may change as they move from place to place. E.g. corridors, dining hall, bus etc
- Revisited regularly at least at the start of each new term
- Displayed around the school and classroom for all to see
- Designed for all to understand
- Positive – describing the behaviour that is wanted

Reflection Sheet
Completed at Lunchtime in Reflection Room

Pupil: _____ Date: _____

Teacher: _____

What I did to cause the problem

These actions were against the following Rights and Responsibilities - tick
Safety Rule Learning Rule Respect Rule Inclusion Rule
Communication Rule Health & Wellbeing Rule

What should I have been doing?

Who may have been affected by these behaviours?

I am going to solve the problem by.

I would like these people _____

To help me by

Signature (Pupil)

Signature (Parent)

Comments / Further action required