

Cairney School



BEHAVIOUR POLICY

March 2015

Purpose

This policy details the positive behaviour expected of all pupils in Cairney School. This policy has been discussed, created and agreed by the whole school community – children, parents and staff

Underpinning the behaviour policy in Cairney School is our Vision:

Cairney School aspires to be a happy, safe and inclusive learning community where everyone is treated fairly and with respect and encouraged to be the best they can be. Through high-quality, enjoyable, learning experiences, we strive to inspire and challenge our learners to achieve their fullest potential. In our school, learning is an active, exciting, positive experience. We work in partnership with parents, carers and the wider community to enable our children to become

- **Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.**

Aims:

We aim to:

- sustain a welcoming, positive ethos which promotes health, wellbeing and respect for all
- offer high quality learning opportunities, including outdoor learning experiences, which are enjoyable, relevant, engaging, challenging and promote both independence and teamwork
- ensure that all members of our learning community feel valued and supported and that individual achievements are recognised, shared and celebrated
- identify opportunities to involve the wider community in the life of the school and work effectively with other agencies to ensure the best experiences for all our learners.
- develop a whole school culture of self evaluation and reflection to ensure continuous improvement as we strive for excellence
- to provide opportunities for all members of our learning community to communicate and interact with others in many different situations
- to get it right for every child and to provide a caring environment in which all children feel safe, healthy, active, respected, responsible, included and nurtured

Our values are:

**Respect
Hard working
Encouragement
Honesty
Happiness
Fairness**

This Behaviour Policy enables us, as a partnership with pupils and parents, to fulfil our stated aims by providing an appropriate ethos for a successful educational environment.

BEHAVIOUR IN SCHOOL

Introduction

We are very fortunate at Cairney School that discipline and behaviour is of a high standard.

As a partnership with pupils and parents/carers, we work together to develop a caring, considerate environment in which all children are entitled to learn effectively.

As self-discipline is at the heart of effective learning, pupils at Cairney School are encouraged to be responsible for their own behaviour and actions.

The responsibility for pupil's pastoral care and behaviour lies mainly with the Head Teacher and the class teacher. This responsibility is also shared with the pupil support assistant and all school staff.

Parents/carers are actively encouraged to share responsibility for the behaviour of their child. They are able to contact the school, just as the school will contact them in the same circumstances.

School Rules and Expectations

Staff and pupils have set down simple, realistic codes for our children and pupils are expected to obey them.

These codes or '**Golden Rules**' are posted up in the school and classrooms and are discussed at appropriate times.

The Golden Rules are:

- We work hard
- We are gentle
- We look after property
- We are kind and helpful
- We are honest
- We listen

Role of Pupils:

- Follow and adhere to the Golden Rules
- Learn and follow classroom routines
- Accept when you have made a mistake and learn from it
- Accept responsibility for achieving learning and behaviour targets
- Model appropriate behaviour in the community as school ambassadors

Role of Staff:

- Respect and actively promote the Golden Rules
- Apply the Golden Rules consistently and fairly
- Respect all pupils
- Inform the Head Teacher of any racist incidents; who must formally report any racist incidents to the Grampian Regional Equality Council
- At the start of each session revisit Rewards and Sanctions Procedures; Classroom Expectations and the Golden Rules and the criteria for receiving Merit Points (Appendix 1)

Rewards

Rewards for pupils who keep these rules are many and varied:

- Verbal praise - a quiet word, a public word, positive written comments
- Non-verbal – a smile, thumbs up etc.
- Certificates, stickers etc.
- Being sent to another teacher/member of staff for praise
- Positive comments on work – comments focused by the chosen Success Criteria
- By their peers – peer assessment, comments on work, behaviour, attitude
- Pupil of the Week
- Achievements shared in Newsletters and the local Press
- Whole School Approach – earn Merit Points. Children are awarded merit points by staff. Pupils will be given merit points for: quality of or attitude to work, homework, good behaviour, work well done, representing the school, working conscientiously and working as a team etc (see Appendix 1).

The merits of good behaviour are made quite clear and the sanctions taken when rules are broken are also made clear. We believe it is essential to highlight good behaviour.

Sanctions

If children do not respond to these codes they can expect some form of reprimand from his/her teacher within the 'Golden Rule' sanctions i.e. not earning Golden Time.

Other sanctions include:

- Being sent to the Head Teacher
- A letter or telephone call being made to parent

In persistent cases of bad behaviour the school will issue a '**Cause for Concern Sheet**' (see appendix 2) and a discussion between teacher, parent and child would be arranged. There is an expectation at this time that the partnership work together to change the pupil's behaviour.

It is also important that the adults within the school community, staff and parents, set a good example for our children and treat each other with courtesy and respect.

Framework for Good Behaviour

We have developed a **Framework for Good Behaviour** in Cairney School which centres on the two main themes of '**Circle Time**' and '**Cause for Concern**'

Circle Time

This is a way of rewarding and promoting the positive and good behaviour that most of our pupils engage in most of the time and often goes unnoticed.

Staff likewise, will ensure that 'Golden Time' is planned for and that it is an essential component of the **Framework for Good Behaviour** at Cairney School.

Within Classrooms these strategies will operate.

- ◆ **Golden Rules** – Children know and understand these rules. They have been discussed in class **and** follow - up sessions and reminders will be given from time to time.
- ◆ **Golden Time Activities** – These are selected on Monday after class discussions. The pupils then know what they are losing if 'Golden Time' is not earned.
- ◆ **Teacher's own incentives and class management strategies**

Class teachers have a variety of incentives to encourage pupils and to reward good behaviour.

Examples.....

Use of reward system – Teachers own class system
Merit points
Responsibility chart - classroom helpers

- ◆ **Circle Time** – a programme of personal and social education activities to encourage pupils to take responsibility for their actions.

Staff will operate these sanctions within circle time–

First Warning given and pupil made aware of concern.

Second Warning results in not earning Golden Time that day – Golden Time is earned in blocks of 5 minutes.

In the Playground

- **Sanctions - Warning** then Golden Time not earned that day

Cause for Concern

This is a way of involving parents quickly when ‘Golden Rules’ and ‘Circle Time’ don’t seem to be working.

- A brief description of the incident is logged on the Cause for concern sheet and a copy of the sheet is sent home for the parent to sign. The pupil also signs the sheet.

Generally at this point the teacher and parent have an informal meeting to discuss the incident and the way forward.

- If these events continue to be noted after 3 accounts a formal meeting is held with parent, teacher and Head Teacher outlining concerns.
- After 5 such incidents external help is sought to ease the concerns. At this point the behaviour would be viewed as a serious concern and steps would be taken to engage in a formal programme designed to improve behaviour.

Sudden and Extreme Behaviour

On rare occasions a child may display behaviour that disrupts the normal functioning of the class:

1. Refusal to obey his/her teacher’s instructions
2. Violence
3. Abusive behaviour

Then the following procedure should be adopted:

1. Send for the Head Teacher
2. Remove child from class
3. Investigate the incident alongside the Head teacher
4. Log the incident and notify the parents
5. Take appropriate sanction

In some circumstances the incident may be so serious as to warrant exclusion either on a fixed term or permanent basis.

The Head Teacher has the authority to sanction this course of action. If this is the case then this will be carried out in line with Aberdeenshire Council Policy.

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Criteria for achieving Merit Points

Lunch time

- Tidying table
- Helping others
- Quiet table – indoor voices
- Showing good manners

Organisation

- Getting dinner tickets before the bell
- Having PE Kit
- Having pencil, rubber etc—being ready to learn
- Handing in homework on time
- Arriving at school on time
- Lining up promptly and QUIETLY—in a straight line

Work

- Neat handwriting and presentation
- Work/homework completed on time
- Work is accurate
- Sharing learning with others
- Achieving a target
- Achieving Success Criteria
- Trying hard— Not giving up!

Endeavour

- Doing something particularly well
- Achieving success in learning
- Achieving success outside of school

Safe and Tidy

- Pushing in chairs
- Picking up pens etc from floor
- Hanging up coats / bags and putting shoes away neatly
- Picking up litter
- Looking after personal belongings

Behaviour

- Being focused
- Looking at the person who is talking
- Speaking quietly when working in a group
- Being considerate
- Being polite—not answering back / no back chat, saying pardon when you don't understand
- Saying please and thank you
- Showing respect

Save It

- Turning off lights
- Turning off computers
- Turning off taps
- Recycling paper

Wellbeing

- Thinking of others
- Helping someone
- Being kind
- Helping an adult
- Eating fruit / snack / lunch

Appendix 2

Cause for Concern

Pupil Name:

Date:

Teacher:

Pupil:

Parent:

Concern:

**I would like to meet with you on.....
to discuss the above concern.**

Please return to the class teacher.

Cause for Concern

Pupil Name:

Date:

Teacher:

Pupil:

Parent:

Concern:

**I would like to meet with you on.....
to discuss the above concern.**

Do you have any comments to make regarding this document?

Signed _____

Please tear off and return to the Head Teacher of Cairney School