



COMHAIRLE NAN EILEAN SIAR
Roinn an Fhoghlaim
Department of Education

Ag Amas air Adhartas - Aiming for Advancement

**PROMOTING
POSITIVE
BEHAVIOUR
POLICY**

October 2007

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1 Policy Leader: Head of Service for Inclusion

2 Rationale

- 2.1 Good discipline is an essential prerequisite for good learning. No matter the extent or nature of indiscipline, it is a barrier to learning and teaching.
- 2.2 At ----- School, we believe that each child has a right to the best education which can be provided in a partnership between school, parents and the community. We therefore aim, through strong, consistent and fair management of pupil behaviour, to establish a happy, secure and purposeful environment in which each child may develop his or her full potential. Providing this good learning environment is an important precondition for pupils attaining the highest possible levels of attainment. Every child is therefore asked to conform to the rules of the school and parents are kept closely informed so that they can support the systems in use.
- 2.3 This policy is based on promoting the use of praise and celebration.

3 National Context

- 3.1 There have been a number of investigations and initiatives in Scotland over the last few years in relation to promoting positive approaches to behaviour, for example, Alternatives to Exclusion, Better Behaviour – Better Learning, the introduction of various forms of peer support systems and of restorative practices.
- 3.2 Schools report that their main concern is about low level disruption although there are some pupils and schools that experience more severe problems.
- 3.3 The school needs to be confident that its policies and practices in relation to behaviour are positive and effective.

4 Aims

- We aim to put the emphasis on praise and reward for good behaviour. By praising and rewarding acceptable behaviour, such behaviour may then become the norm. We will avoid, where possible, giving attention to negative behaviour.
- We aim to involve staff and pupils in determining school and classroom rules.
- We aim to involve parents in supporting the development of a whole school approach to promoting personal behaviour.
- We aim to encourage all children to realise that they each have a part to play in the life of the school.

- We aim to foster a more positive attitude to learning in pupils by recognising and regularly rewarding good work, good attitudes and good behaviour.
- We aim to encourage excellence in pupils' performance and behaviour by praising pupil achievement and attainment in all their experiences.
- We aim to give pupils a clear but concise statement of rewards and sanctions related to their behaviour and effort.
- We aim to encourage staff to adopt a consistent approach to classroom management.
- We aim to secure the orderly atmosphere necessary for effective teaching and learning to take place.

5 Key Features of Promoting Positive Behaviour

The key features of promoting positive behaviour are:

- positive atmosphere based on a sense of community and shared values.
- effective support and leadership from the headteacher and senior management.
- an appropriate and effectively delivered curriculum for all pupils.
- The promotion of mutual respect, self discipline and social responsibility.
- all young people have the right to expect that they can fulfil their ambition to inclusion in education, training and employment.
- schools and other organisations/agencies have a responsibility to assist young people to achieve their full potential.
- young people and their families need to participate in finding solutions to problems in conjunction with relevant agencies.

6 Importance of a Quality Learning Environment

6.1 Children are much more likely to behave well if school is a positive and worthwhile experience. At _____ School, we will give the children the best education possible and make learning as much fun as possible.

6.2 The curriculum we provide will be relevant and culturally appropriate. We will create a supportive, creative learning environment where pupils:

- respect school staff
- respect their peers
- are keen to learn and ready to listen
- follow the rules and behave well.

6.3 We will do our best to ensure that the quality of learning and teaching is of the highest quality. We will ensure that:

- children do not become bored with the task they are set and that teacher expectations are high
- ICT will be used effectively to support Learning and Teaching
- the curriculum is differentiated appropriately to take account of individual learning needs
- teachers make their teaching more relevant and motivating for children by taking account of different learning styles.

6.4 We will ensure that our systems are fair, manageable and realistic. This means:

- establishing groups of such numbers that allow for successful management
- considering different ways of grouping as appropriate
- valuing everyone's contribution.

7 Our Code of Behaviour

(Insert your own code of behaviour as appropriate)

7.1 **Note** Rules and expectations should:

- be clear and easy to understand
- be positive in nature and provide opportunities for reward
- reflect the desired ethos and culture of the school
- be fair and acceptable to teachers, pupils and parents/carers and be applied consistently in routine classroom management
- be comprehensive
- be achievable
- be developed in consultation with pupils, staff and parents/carers.

(from "Better Behaviour, Better Learning" Report of the Discipline Task Group, 19 June 2001)

7.2 **Code of Conduct**

Staff, pupils and parents have worked together to produce this code of behaviour.

7.3 **Example**

- Treat everybody as you would like to be treated yourself. Being friendly, kind and considerate to others helps make our school a happy place to be.
- Listen attentively to whoever is speaking to you. This will make it possible for everyone to learn and for teachers to teach.
- Always be respectful and speak politely to everyone.
- Take a pride in yourself and your school.

- Everyone should take care of their own and other people's property. Look after school property and resources so that we can all enjoy them. Help keep things clean and tidy.
- Everyone should walk in and around the buildings because running and pushing causes accidents.
- Arrive on time with necessary books and equipment.
- Everyone should keep to the dress code.
- The reputation of our school depends on you. Remember that, wherever you are, you represent our school.

7.4 This code may be summarised as the 3R's :

Respect for myself

Respect for others

Respect for property and environment.

8 Celebrating and Rewarding Good Behaviour

8.1 Rewards are more important than punishments in our behaviour policy. We believe that good behaviour should be recognised and rewarded. The staff at _____ School have agreed to

- recognise and highlight good behaviour as it occurs
- ensure that children are praised for behaving well
- explain and, importantly, demonstrate the behaviour we wish to see
- recognise that our behaviour will influence the behaviour of the children
- encourage children to be responsible for their own good behaviour
- reward individual children and groups for behaving well
- let parents and carers know about their children's good behaviour.

8.2 **Note** Schools should consider the following – an audit to determine any informal praise/reward system that already exists and its motivation. School should then select the model to be used.

8.3 The report of the Discipline Task Group "Better Behaviour, Better Learning" states that rewards should:

- approve of, recognise and reinforce good behaviour and genuine achievement
- reflect and contribute to the ethos of the school
- reward and motivate children and young people
- encourage children and young people to take responsibility for their own behaviour and achievements
- provide opportunities for parental involvement.

9 Stopping Inappropriate Behaviour

9.1 Occasionally children may forget about the code for good behaviour. Everyone at _____ School has agreed to encourage children to follow the code by:

- reminding pupils about our code.
- noting good behaviour as it occurs.
- dealing positively with inappropriate behaviour in accordance with agreed policy guidelines.

9.2 Children will be made aware of the sanctions liable to come into effect should they break the code of conduct or display ongoing poor behaviour. Most cases of indiscipline will be dealt with without the need for formal sanctions.

9.3 There is an increasing scale of sanctions available to the school including suspension and expulsion but it is hoped that, with the cooperation of parents, such sanctions will not be necessary. Lines of referral will be clear and easy to understand and are set out in our general Care and Welfare Policy.

9.4 **Sanctions may include:**

- a quiet word from the teacher in private, or sterner words to show displeasure
- daily or weekly report
- isolating a child from its group in the classroom
- removing a child from the classroom
- loss of privileges
- involvement of senior management and agencies
- payment for deliberately damaged stock or equipment.

9.5 Parents will always become involved at an early stage if there are concerns about their child's behaviour

9.6 **In extreme and very rare circumstances the school may:**

- temporarily exclude a child
- consider permanent exclusion from school.

Exclusion will only ever be considered after all other possible avenues have been exhausted.

9.7 **Note** The "Better Behaviour, Better Learning" Report states that sanctions should

- be immediate and provide the school with opportunities to make appropriate responses to inappropriate bad behaviour
- include a known range of procedures which come into play when children or young people contravene school expectations
- be fair, appropriate and proportionate
- be applied consistently but take into account individual circumstances.
- avoid the humiliation of pupils.

10 Procedures for Dealing with Major Breaches of Discipline

10.1 The school will not tolerate inappropriate behaviour such as:

- bullying (see Anti-Bullying Guidelines)
- swearing
- fighting
- racism
- name calling
- spitting
- vandalism
- stealing
- truancy.

10.2 Strategies such as the ones below have been agreed for dealing with each of these areas. Any significant disciplinary measures will be recorded in an Incident Log.

Examples

- withdrawal from class for the rest of the day
- a letter to parents informing them of the problem
- parents may be contacted and asked to come and meet with the teacher/headteacher
- if the problem is severe or recurring, then the authority's exclusion procedures will come into operation
- a case conference involving parents and support agencies if appropriate.

11 Partnerships

11.1 Although the school has a critical role to play in promoting good behaviour, it is clear that schools cannot, and should not, tackle this responsibility alone. Partnership is the key, and the school can consolidate its partnership with parents by ensuring that parents have full information on the school's curriculum, and regular progress reports. Parents will be told when things are going well and when they are not.

11.2 _____ School accepts that children who present challenging behaviour do so for various reasons and the school will address these issues through a joint working partnership approach with other agencies. We will attempt to have effective working relationships with the Social Work Department, educational psychology and health professionals, in particular, to ensure that those children who are particularly vulnerable receive coordinated multidisciplinary responses.

11.3 We will nominate someone who is responsible for coordinating the work of professionals from different agencies in line with the overall aims of the school. We will also have a designated member of staff responsible for the care and welfare of looked-after children.

11.4 **Some possible strategies to achieve positive behaviour**

- appropriate and relevant curriculum for all
- use of curricular flexibility as appropriate
- the development of whole school behaviour codes with pupils becoming actively involved in their creation
- the development of school rewards and sanctions policies which are clearly communicated to all pupils and parents
- the development of strategies for the early identification of pupils who are experiencing and presenting difficulties within the school setting
- training for staff in dealing with difficult pupils
- stronger liaison between schools and other agencies
- pupil councils
- buddy systems
- Circle Time techniques
- pupil support bases
- extra curricular clubs
- involvement of parents. (eg newsletters, open days etc)
- classroom charter
- certificates
- stickers/stars etc
- house system – points etc
- pride in the environment, eg the mounting of own work.

12 Monitoring and Evaluation

- **Implementation**
Teachers have responsibility for the implementation of the policy in their own classrooms and for contributing to the further review, development and improvement of the policy.
- **Monitoring and Evaluation**
Promoted staff have responsibility for monitoring the implementation of this policy throughout the school. Specific responsibility will lie with the named person at the start of this policy.
- **Review of the Policy**
This policy will be reviewed on a regular basis but at least every 5 years.

Signed: _____

Date : _____

Published March 2002
Updated October 2007

