

Clerkhill Primary School



Positive Behaviour Policy

VISION STATEMENT AND VALUES FOR CLERKHILL SCHOOL

Clerkhill School's Shared Vision

Clerkhill School strives to provide a welcoming community where all children are nurtured, respected, included, inspired and motivated to learn. A place where rights are respected and every pupil is encouraged to achieve their full potential. Through the delivery of a relevant, progressive and balanced curriculum, we aspire to equip our learners with the skills they need to meet all of life's challenges. We encourage each of our pupils to be active participants in their school community and in their learning. Our hope is that our pupils develop enquiring, active and creative minds and have respect and compassion for others.

"Inspire - Believe - Work Hard - Achieve"

Clerkhill School's Shared Aims

To provide a nurturing environment where children can develop respect for themselves, each other, their community and the wider world, and who are equipped with the skills to meet the challenges they face as they develop and grow. • To provide a relevant, progressive and balanced curriculum which inspires and interests children and in which every child can develop fully as an individual and achieve their full potential. • To provide opportunities for every child to feel part of and be able to contribute actively to the school community • To develop resilient, responsible, confident and independent children with a love of learning who aspire to do well.

Clerkhill School's Agreed Values

Respect • Respect yourself • Treat others how you expect to be treated • Look after each other • Look after our things • Look after our school • Speak appropriately to each other (use kind words)

Hard Work • Aim high • Believe in yourself • Have ambitions • Be enthusiastic • Be positive about learning • Be motivated • Always try your best

Nurture & Care • Be kind • Be caring • Be friendly • Be helpful • Take part • Listen to others • Value others' ideas and opinions • Work as a team

Honesty • Always tell the truth

Inclusion • Understand and accept that everyone is unique • Include everyone • Accept each other's differences • Help people when they are feeling lonely or upset

ANTI BULLYING STATEMENT

POSITIVE BEHAVIOUR MANAGEMENT

Positive Behaviour Management is a vital component in helping Clerkhill School to achieve its aims and values. Discipline is essential to good learning situations. The general aim of the school is to provide an atmosphere of mutual respect and collective responsibility. Pupils, parents and teachers all have an important part to play in achieving this atmosphere. The rules of the school are of a common-sense nature, bearing in mind the interest and safety of all concerned.

A GOOD SCHOOL ETHOS

There is a physical and emotional element to providing an ideal climate for children to feel safe and motivated. At Clerkhill we are committed to providing both.

WHOLE SCHOOL PHYSICAL ENVIRONMENT

- A well-maintained building and grounds
- An attractive, tidy interior.
- Suitable furniture and furnishings
- Convenient storage of resources
- Well organised displays of
 - children's best work
 - certificates of achievement e.g. charity fundraising activities
 - sports trophies and photographs of participants
- Notice boards with eye catching displays of current information or news for parents, pupils and staff.
- School rules prominently posted
- Fresh drinking water supplied for all

WHOLE SCHOOL HEALTH AND WELL-BEING

- Regular assemblies and whole school end of term assemblies where
 - 'good news' is shared
 - awards given
 - pupils praised for positive behaviour and hard work
- Parents, carers or pupils feeling that management and all staff are approachable at appropriate times.
- There is opportunity for and encouragement of extra-curricular activities both in School and in the Community
 - e.g. Positive Play
 - Keep Fit

Buddies
Active Aberdeenshire

Science Club
School Choir

- An active Parents Staff Association which enable all to be well informed and involved in school life.

A 'PROMOTING POSITIVE BEHAVIOUR' CLASSROOM

Pupils spend most of the time in the classroom, interacting with the teacher and other adult helpers as well as their classmates; therefore the classroom environment is very important in ensuring academic and emotional growth.

PHYSICAL ENVIRONMENT - IN CLASS

In each classroom staff endeavour to have:

- Adequate resources, well organised and accessible to pupils
- Attractive and purposeful wall and table displays relevant to current work programme
- Desks arranged to ensure all pupils can work comfortably and in good light
- Furniture organised to ensure safe storage of equipment and clear safe passage of pupils and staff when moving in an orderly manner around the room
- Ideally an ambient temperature which remains constant throughout the school day
- Good ventilation and access to a supply of safe drinking water

EMOTIONAL ENVIRONMENT - IN CLASS

At Clerkhill pupils are encouraged to:

- become involved in drawing up class rules and following the agreed code of conduct
- express their feelings freely and confidently in front of their peers
- venture answers and opinions without fearing censure
- share space and property with fellow pupils
- take time to reflect on, inquire into or investigate new knowledge or experiences which will develop their self-esteem
- learn to deal positively with criticism and failure
- self-evaluate and, when invited to, offer constructive appraisal or assessment of the work of fellow pupils in a positive way
- settle any dispute with peers through a 'no blame' approach
- respect and respond to other people's feelings and needs

Teachers and learning assistants will facilitate a good emotional environment by:

- involving the pupils in drawing up positive class rules and referring to them often
- sharing the 'learning intentions' and a vision pupils can buy into
- using formative assessment to meet the needs of each pupil in core curricular areas
- stimulating and stretching all pupils while supporting those with special needs
- informing management and relevant agencies if a pupil may need referral
- providing a 'safe' environment as detailed above

Playground Rules

PROMOTING POSITIVE BEHAVIOUR

We take a positive approach to promoting responsible behaviour. We recognise and praise good behaviour, effort and application through the use of House Points, stickers, public display etc, which are celebrated during our assemblies.

HOUSE SYSTEM

As part of our response to the Curriculum for Excellence and the desire in school for our pupils to become Confident Individuals, Effective Contributors and Responsible Citizens the school has adopted a School House System. Our four houses are:



THE AIMS OF THE HOUSE SYSTEM ARE:

- To benefit pupils' behaviour and to encourage pride and commitment
- To provide opportunities for pupils to take on responsibilities and gain recognition for their role in the school.
- To promote achievement of pupils in its widest forms in a totally positive way
- To foster a spirit of community through promoting a variety of activities aimed to bring pupils of different years together.
- To give pupils another allegiance, beyond his or her class and circle of friends.
- To encourage the older pupils to support the younger ones.



Children have their own House Points Card and receive a stamp on it when they show that they are following our Golden Rules. When their card is full they receive a reward from our Treasure Chest.

On entry to school each pupil will be allocated to one of four Houses. Pupils will be awarded points in a variety of ways e.g. special achievements, good manners, acts of kindness, achievements out-with school etc. These points will be totalled at the end of term and the winning House will receive a reward.

Houses are rewarded with Fun days where children get to take in games, bikes scooter etc from home and receive treats such as ice lollies. This is a great way for the children in each House to come together to celebrate their success.

P 6 & 7 pupils get the opportunity to run for the position of House Captain and Vice Captain.



CLERKHILL PRIMARY SCHOOL PROMOTING POSITIVE BEHAVIOUR

Children prefer order to chaos, clear boundaries set and maintained. We all like to know 'where we are' in the scheme of things. Without discipline, teaching and learning cannot be effective. Too much discipline can be repressive and breed 'rebels'. Staff, pupils and parents must feel that school rules are sensible, fair and promote positive behaviour.

Through assembly and personal and social development activities pupils have discussed how they should treat their school and each other. To become responsible citizens of the future in society pupils must first learn to obey and follow rules and instructions at home and in school. Adults have to ensure they are consistent and persistent in applying these rules, explaining honestly why not if they don't. Not all parents will approach parenting in the same way. Teachers have different teaching styles depending on personality and experience. Therefore Clerkhill School Rules reflect a consensus of opinions which will provide sound foundations for a safe, welcoming and rich learning environment.

CLERKHILL CODE OF BEHAVIOUR

The following procedure will be put into action if a pupil does not keep the school rules in class or with a specialist teacher.

Step 1	➤ Pupil receives a verbal warning. Staff member checks for understanding.
Step 2	➤ If behaviour persists second verbal warning given ➤ Staff member reminds pupils of the need to make the right choice.
Step 3	Consequences ➤ Each class teacher will have previously discussed with pupils and PSA's what the consequences will be – Thinking Time, Stay in at Playtime for Playtime Behaviour, Contact Parents. Incidents recorded in Pastoral Notes by Class Teacher. SMT to be alerted. EXAMPLES OF CONSEQUENCES FROM STAFF
Step 4	➤ If undesirable behaviour persists parents are then invited into School to discuss matters with the child, teacher and a member of the Management Team. (SINGLE AGENCY MEETINGS) ➤ Arrangements made for further meetings if required ➤ Referral to outside agencies (Multi Agency Working) GIRFEC – five questions
Step 5	If undesirable behaviour still persists ➤ Verbal Warning of Exclusion – Parents phoned ➤ Written Warning of Exclusion sent out to parents – Parents phoned ➤ Possible Internal Exclusion - SMT capacity to supervise - Parents phoned ➤ Formal Exclusion – Parents phoned ➤ Meeting with Head teacher and class teacher to review situation ➤ Serious Incidents may go straight to Formal Exclusion SEND TO Mrs Murray
Step 6	If behaviour continues to be detrimental to the health and wellbeing of others ➤ Short Term exclusion ➤ Permanent Exclusion (authorised by Head of Service)

DISCIPLINE PROCEDURE

Points to note

- Serious breaches of discipline should always be immediately reported to a Management Team member. Step 5/6 will be immediately used for physical or verbal abuse towards staff.
- A pupil may be excluded from residential excursions, especially if a lack of regard for rules and an inability to heed instructions, may put that pupil or others at risk.
- Restitution - wanton loss or damage to school or other people's property may mean that the pupil or his/her parents are asked to replace or contribute towards repair of property.

EXCLUSION

Where pupils who repeatedly display behaviours which compromise the good order of the school i.e. disruption of learning and teaching, unsafe practices, bullying and other forms of abuse and where other forms of support and sanctions have proved unsuccessful, the authority exclusion policy will apply. **For further information on exclusions, please speak to Mrs Murray, HT.**

CLERKHILL PRIMARY SCHOOL ANTI-RACIST AND MULTI-CULTURAL POLICY

Very young children accept the world around them as it is and do not judge people in it by appearance and assets. As they grow out of such innocence their experiences of life and the influences around them will shape their views, set patterns of behaviour and expectations which could affect the rest of their lives.

As adults working with young children in an ever changing world of shifting populations, materialistic influences of a powerful media, and changing values and standards, we need to be a beacon standing fast against the surging tides of opinion; enlightening and guiding our young charges as they develop beliefs, attitudes and minds of their own.

As staff we need the support of parents and guardians and the wider school community. In today's climate of political correctness and criminal laws on racist remarks which are beginning to bite, we need to take account of any local ingrained attitudes and insularity and counteract these through our Health, Personal and Social Development and Religious and Moral Education programmes. An education which promotes knowledge and understanding of different beliefs and lifestyles, and celebrates our differences while identifying and recognising our similarities, is the best way to forge good inter-racial relationships in society.

As professionals we have to be careful that we practise what we preach, in thought, word and deed. As employees of Aberdeenshire Local Authority we are subject to The Race Relations (Amendment) Act 2000 which imposes a general duty to have "due regard" to eliminating racial discrimination and the promoting of good race relations generally.

A racist incident is any incident which is perceived to be racist by the victim or any other person (p6 Aberdeenshire Policy)

All Racist incidents must be recorded on a Racist Incident Monitoring Form which can be sought from the School Office. However an initial approach should be made to the Head Teacher in all cases.

The following pages contain the inter partnership Policy Statement written in April 2006. Staff should also refer to the Scottish Executive publications contained in the Resource Room.