

Rationale

The establishment of a sound learning environment at school and classroom level is key to effective learning and teaching. Effective learning and teaching is dependent on positive relationships established at school and classroom level through inter-actions between staff and learner and between learners themselves. The development of a positive ethos within schools is the foundation for better learning as is highlighted in the Discipline Task group report - 'Better Behaviour- Better Learning'.

Aims

- To create an atmosphere of mutual respect, trust and corporate responsibility
- To promote a positive school ethos through positive behaviour strategies and acknowledging each child's talents and abilities
- To raise standards of attainment, behaviour and attendance for all learners
- To involve parents, learners and staff in setting rules and standards of behaviour within the school
- To get learners to manage their own behaviour effectively while respecting the rights of others
- To inform parents and learners of sanctions that will be taken for negative behaviour
- To develop social and Citizenship skills through a variety of school contexts

General

The above aims link to one of our school aims which is ' To promote good behaviour and to develop positive attitudes in learners which encourage a sense of responsibility for others and the environment.'

We have a number of school policies that contribute to achieving the above- Multi- Cultural and Anti- Racist, Anti-Bullying, Health, Promoting Positive Behaviour and Religious and Moral Education.

Our basic school rules, the Golden Rules, are common sense ones which allow us to work in harmony with one another and ensure safety and wellbeing for all within the school community.

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

Managing positive behaviour

Positive behaviour is achieved in two ways:

1. Prevention - Preventative strategies which encourage each learner to develop a sense of personality and self discipline.
2. Management - When negative behaviour occurs we need to be able to respond positively and effectively.

We try to do both by employing positive behaviour strategies through a number of initiatives and school policies and imposing understood sanctions when negative behaviour arises.

Responsibilities

Staff: The school staff, both teaching and non-teaching, share a collegiate responsibility for consistently implementing school policy on positive behaviour. The Head Teacher has overall responsibility for ensuring positive behaviour.

Parents: Parents have a responsibility for ensuring that they support their child in meeting school expectations in respect of positive behaviour.

Learners: Learners are responsible for their own positive behaviour and meeting the expectations set out by the school.

Advice for Staff

Children have to learn positive behaviour and as in all aspects of life they sometimes have to learn from their mistakes. As in all aspects of managing behaviour **CONSISTENCY** is the key to success

- Be consistent, fair and persistent.
- Keep any promise you make to the learners and remain open and honest with them.
- Before taking any action communicate, clearly and effectively your intentions to the learner.
- Act rather than react.
- Impose appropriate, fair and effective sanctions that are relevant to the misdemeanour.
- Be confident and let your voice and manner make it clear to the learner you expect them to do as you ask
- Seek advice and support if a situation escalates
- Reprimands should focus on the behaviour not on the learner's personal qualities
- Learners should be reprimanded privately whenever this is possible

School expectations

- All members of the school community are expected to respect each other
- Learners are expected to take care and value school property and equipment
- Learners are expected to conduct themselves in an orderly manner at all times while in school and involved in school related activities
- Learners are not allowed to bring any potentially dangerous objects to school that could harm themselves or others
- Learners are expected to bring in an explanatory note from his/her parent/carer after every absence
- Learners are not allowed to leave the school grounds during the normal school hours unless agreed by the school
- Learners who travel by school bus will follow Dunvegan Primary School's Bus Conduct Code (Appendix 1)

Positive Behaviour Strategies

- Awarding of merit awards, class points, certificates and stickers for positive behaviour and achievement in areas across the curriculum and out with school through the Golden Folder
- Use of 'Circle Time', RME, Health, PSD and Citizenship topics to discuss aspects of personal and social development including positive and negative behaviour
- Acknowledging talents and abilities at 'whole school get-together'
- Discussing whole school behaviour issues at Pupil Council meetings and 'whole school get-together'
- Appointment of bus monitors from primary 6/7 class who have some responsibility for reinforcing bus conduct code
- 'Whole school get-together' on moral and social issues
- Discussion and implementation of aspects of Citizenship within the classes
- Allocation of 'Golden Time' as a reward for positive behaviour and achievement
- Staff using praise as a sincere and prompt response to positive behaviour or achievement
- Setting of personal targets for improving work and/or behaviour

Sanctions used for negative behaviour

1. Verbal rebuke and reinforcement of correct course of action by member of teaching/auxiliary Staff
2. Change in seating arrangements within the classroom
3. Detention during break-times
4. Withdrawal of privileges/losing Golden Time
5. Writing letter of apology
6. Pupil discussion with Head Teacher
7. Completing behaviour modification form with Head Teacher/Support Staff
8. Record of incident in incident log folder/appropriate incident forms

9. Notice to parents of unacceptable behaviour
10. Interview requested with parents and learner
11. Individual Targeted Behaviour programme and/or home -school diary set up
12. Advice sought from outside agencies e.g. Educational Psychologist, Child Psychiatrist, School Doctor
13. Possible exclusion

Incident Log Book

This is used to record:

- Any incidents of negative behaviour brought to the attention of the Head Teacher
- Any incident involving a child, or anyone employed at the school, which results in personal injury
- Theft or damage to property
- Any complaints/ concerns about a child's behaviour from own/other parents
- Any contact about learner from outside agencies
- Aspects of bullying or racism

The log is dated, indicates people involved, relevant information and action taken. More serious aspects of a racial nature are recorded in the appropriate record sheet and forwarded to the Performance Management Unit.

Use of Physical Restraint

If a learner becomes physically aggressive towards another learner or member of Staff, and will not refrain from actions by a verbal rebuke, or if the pupil is likely to cause physical injury to others or themselves, staff may use acceptable level of restraint to part the bodies involved or prevent the learner from self- injury. No further attempts should be used to physically restrain the learner unless staff have been specifically trained for that purpose. The Head Teacher should be informed of the incident immediately and parents/carers or outside agencies should be contacted for further support. Any injury to learners or staff should be recorded and dealt with according to Highland Council Guidelines. There is a Violence and Aggression form to be filled in when a member of staff sustains injury or verbal aggression and an Accident/Incident form when a learner sustains injury.

Procedures for dealing with major breaches of discipline

Exclusion can only be used if:

- The parent of the learner refuses to comply, or to allow the learner to comply, with the rules, regulations and disciplinary requirements of the school.
- The learner's continued attendance at the school would be likely to be seriously detrimental to order and discipline in the school or the educational well-being of the learners there.

If a decision is taken to exclude a learner the Head Teacher must inform the parent and the Area Education Manager at the same time. On the same day the parent must be offered an appointment within 7 days for a discussion of the decision.

If the learner is not readmitted within 7 days the parent has to be given a written explanation for the reasons to exclude, the conditions for readmission, the provision for appeal, the address the appeal should be sent to and any other information which the Education Authority considers appropriate in the case.

Monitor and review of policy

This policy will be monitored and reviewed as part of the ongoing audit of practice within the school. Parents can receive a copy of the policy and contents are discussed with the learners. A copy of the school rules is displayed on the school notice boards and in each classroom.

Appendix 1

Dunvegan Primary School Bus Conduct Code 2009

We expect pupils to follow these rules:

- Walk calmly to the buses
- Get on the bus calmly, sit in a seat and get your seat belt on
- Behave sensibly by talking quietly, staying in your seat and holding onto your own belongings
- Wait until the bus stops at your stop before you get out of your seat
- Get off the bus calmly
- Listen to the bus driver if he/she gives you an instruction

Primary 6 and 7 are bus monitors and they will try to make sure that all younger pupils have their seat belts on, that everyone behaves sensibly and they will help the bus driver if he makes a request. They will inform the head teacher of any unacceptable behaviour.

Pupils have agreed that seating will be by age, Primary 7 at the back then P.6,5,4,3,2 with P1 at the front.

Please encourage your child to adopt our code of conduct.

Thank-you

D. McInnes