

# VICTORIA PARK PRIMARY SCHOOL



## Positive Behaviour Policy

| Date      | Policy Reviewed | Policy Amended | Added to Website |
|-----------|-----------------|----------------|------------------|
| Sept 2018 | June 2018       | June 2018      | June 2018        |
| Feb 2020  | Feb 2020        | Feb 2020       | Feb 2020         |
| Sept 2020 | Sept 2020       | Sept 2020      | Nov 2020         |
| Nov 2021  | Nov 2021        | Nov 2021       | Nov 2021         |

## Introduction

Victoria Park Primary School is committed to providing a safe, stimulating, caring, respectful and secure environment that will challenge the intellectual, physical, moral and creative development of our pupils so that each child achieves their full potential. The focus of this policy is the promotion of good behaviour. There are certain values which we want to encourage in our pupils:

- self-respect, self-discipline and self-confidence
- a positive work ethic
- good manners and politeness
- honesty
- respect for others and their property

The Board of Governors has an overarching responsibility to ensure that the school provides a safe and harmonious learning environment for all who use the premises. The Board takes this responsibility very seriously.

## Principles

We work with our staff, pupils and parents to create a school community where positive behaviour is promoted and each person is valued so that they can achieve their full potential. To achieve this, we:

- operate a robust positive behaviour policy;
- ensure that pupils feel safe to learn and that they abide by the positive behaviour policy;
- support staff to promote positive behaviour and identify and deal with misbehaviour appropriately;
- work in partnership with parents to promote positive behaviour;
- report back quickly to parents regarding their concerns on behaviour and deal promptly with complaints and in line with our policy;
- seek to learn from positive behaviour good practice elsewhere and utilise the support of EA and relevant organisations when appropriate;
- discuss, monitor and review the policy with members of staff and with pupils every year;

## Objectives

- To create an atmosphere conducive to effective learning and teaching
- To create a sense of order
- To establish a sense of community
- To encourage and develop our pupils' self-esteem and respect for others
- To encourage self-discipline and the notion that we all have rights but we also need to take responsibility for our actions
- To encourage pupils to be independent
- To encourage and develop our pupils' interpersonal skills

## Rights and Responsibilities

| Rights                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Responsibilities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <b>Pupils</b> <ul style="list-style-type: none"> <li>• To be valued</li> <li>• To be treated fairly, consistently and with respect</li> <li>• To be consulted about matters that affect them</li> <li>• To be taught in a pleasant, well-managed and safe environment</li> <li>• To experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met</li> <li>• To develop and extend their interests, talents and abilities</li> </ul> | <b>Pupils</b> <ul style="list-style-type: none"> <li>• To obey the school rules</li> <li>• To work as hard as they can</li> <li>• To treat all staff and other pupils with respect</li> <li>• To accept responsibility for their own behaviour and learning</li> </ul>                                                                                                                                                                                                                                                                                                       |
| <b>Staff</b> <ul style="list-style-type: none"> <li>• To be valued</li> <li>• To be treated fairly, consistently and with respect</li> <li>• To be consulted about matters that affect them</li> <li>• To have a safe, clean, healthy environment in which to work</li> <li>• To receive support and advice from management and the Board of Governors</li> </ul>                                                                                                                                     | <b>Staff</b> <ul style="list-style-type: none"> <li>• To behave in a professional manner at all times</li> <li>• To provide high-quality teaching and learning</li> <li>• To listen to pupils, value their contributions and respect their views</li> <li>• To be sympathetic, approachable and alert to pupils in difficulty or falling behind</li> <li>• To identify and seek to meet pupils' special educational needs through the SEN Code of Practice where appropriate</li> <li>• To share with parents any concerns they have about their child's progress</li> </ul> |

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|                                                                                                                                                                                                                                                                                                  | or development                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Parents</b> <ul style="list-style-type: none"> <li>• To be valued</li> <li>• To be kept informed about their child's progress</li> <li>• To be kept informed (and receive copies where appropriate) about school policies</li> <li>• To receive copies of written reports and PLPs</li> </ul> | <b>Parents</b> <ul style="list-style-type: none"> <li>• To ensure the good attendance and punctuality of their child</li> <li>• To ensure that their child's homework is completed and that they are suitably equipped</li> <li>• To encourage their child to follow the school rules and act as positive role models for their child</li> <li>• To attend parent interviews and other planned meetings</li> </ul> |

## School Rules

The school's 'Rainbow Rules' will be displayed in each classroom. The rules are:

1. We are gentle.
2. We are kind and helpful.
3. We listen.
4. We are honest.
5. We work hard.
6. We look after property.

Rewards will be given for keeping the rules and appropriate sanctions will be administered for not abiding by them.

We aim to be:

- consistent
- firm
- fair

and to follow up and follow through.

## Rewards and Sanctions

The school provides a range of opportunities in which pupils can excel and be rewarded. Of equal importance is a practical set of sanctions that deal appropriately with poor behaviour. We have a wide range of rewards and sanctions and we ensure that they are applied fairly and consistently by all staff. Rewards are used to motivate and encourage pupils. At the same time, pupils are made aware of sanctions that will be applied for misbehaviour.

### *Rewards*

In implementing our reward system as a whole school, we aim to positively recognise and reinforce good behaviour and positive attitudes to class work.

Our objectives are to:

- make these rewards attainable for all children;
- make these rewards consistent throughout the school and used by all staff – teaching and non-teaching;
- promote self-esteem;
- communicate ‘good news’ to parents;
- encourage pupils to take responsibility.

Rewards include:

- verbal and non-verbal praise;
- positive written comments on work;
- movement up the ‘green triangle’ (P1 and P2)
- house points for P4-P7 children;
- motivational stars, stickers, etc;
- Class Dojo points;
- allocating roles of responsibility;
- table/team points;
- ‘Fozzie’ jar;
- prize box;
- Seesaw comments;
- book of the day;
- showing work to another teacher or the Principal;
- praise postcards sent home by the Principal;
- displaying work on the wall;
- allowing a child to be ‘leader’ in the line;
- class pupil of the week awarded weekly in assembly;
- class prizes awarded at end of year;
- trophy prizes awarded to P7 pupils at Leavers’ Service.

### *Sanctions*

The school employs a number of sanctions to enforce the school rules. We employ each sanction appropriately to each individual situation taking account of the age and maturity of the pupil, any special educational needs he or she may have and any other relevant circumstances. Sanctions will only be administered by teaching staff.

| Low level misbehaviour                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Range of sanctions                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Talking out of turn</li> <li>• Shouting out/interrupting</li> <li>• Leaving seat at the wrong time</li> <li>• Fidgeting</li> <li>• Not having equipment</li> <li>• Not doing homework</li> <li>• Not listening/paying attention</li> <li>• Distracting others</li> <li>• Not doing best work</li> <li>• Making noises</li> <li>• Annoying others</li> <li>• Telling tales</li> <li>• Sulking</li> <li>• Cheekiness</li> <li>• Disobeying school rules</li> </ul>                                                                                                                                                            | <ul style="list-style-type: none"> <li>• The 'look'</li> <li>• Rule reminder</li> <li>• Moving seat in the classroom</li> <li>• Related sanction, e.g. completing or repeating work</li> <li>• Movement up the 'red triangle'</li> </ul>                                                                                                                                                                                                                           |
| Moderately serious behaviour                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <ul style="list-style-type: none"> <li>• Hitting/pushing (on a low or moderate scale)</li> <li>• Regularly talking out of turn</li> <li>• Regularly shouting out/arguing back</li> <li>• Persistently leaving seat at wrong time</li> <li>• Regularly not doing homework</li> <li>• Regularly not listening/paying attention</li> <li>• Regularly not doing best work</li> <li>• Rudeness to other children</li> <li>• Defiance</li> </ul>                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• Verbal/written apology</li> <li>• Time out with another member of staff in another classroom for 5-10 minutes</li> <li>• Red card for breaktime and lunchtime</li> <li>• Time out from the playground for 5-10 minutes</li> <li>• Put on daily report</li> <li>• Parents/guardians contacted by class teacher</li> </ul>                                                                                                  |
| Very serious behaviour                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <ul style="list-style-type: none"> <li>• Persistently disobeying school rules</li> <li>• Offensive gestures</li> <li>• Deliberately telling lies</li> <li>• Regularly distracting others</li> <li>• Stealing</li> <li>• Rudeness to adults</li> <li>• Hurting others physically or mentally</li> <li>• Bullying</li> <li>• Persistently swearing</li> <li>• Running out of school</li> <li>• Deliberate damage to school property</li> <li>• Deliberate damage to others' property</li> <li>• Truancy</li> <li>• Aggression towards staff</li> <li>• Persistent/deliberate lateness</li> <li>• Inappropriate sexual language/actions or related behaviour</li> </ul> | <ul style="list-style-type: none"> <li>• Referred to VP and/or Principal</li> <li>• Barred from the playground at break and/or lunchtime</li> <li>• Detaining for up to 5 minutes at the end of the school day to prevent trouble on the way home</li> <li>• Loss of privileges, e.g. extra-curricular activities, school trips, etc</li> <li>• Detention after school (24 hours notice from parents needed)</li> <li>• Suspension</li> <li>• Exclusion</li> </ul> |

Sanctions will not:

- involve the pupil being left unsupervised in a classroom or on the corridor;
- degrade pupils, or cause them public or private humiliation;
- involve physical force;
- involve sarcasm;
- be applied to entire classes or groups of pupils, when the guilty parties have not been identified.

### **How a Parent Can Make a Complaint about Behaviour Issues**

The school is committed to making parents aware of the procedures to use if they are concerned about the behaviour of pupils, staff or other parents.

The school includes in its prospectus a summary of the positive behaviour policy and the procedures parents should follow to make a complaint and the recourse that they have if they are not satisfied with the outcome (see Appendix 2). As well as inclusion in the prospectus, these arrangements will also be disseminated to parents at the beginning of each new academic year.

### **Links With Other School Policies**

Our positive behaviour policy is an integral part of the school's policy for pastoral care and is directly linked with the following policies:

- Child Protection policy;
- Anti-Bullying policy;
- Use of Reasonable Force policy;
- Special Educational Needs (SEN) policy;
- Acceptable Use of the Internet and Digital Technologies policy;
- Equality policy;
- Personal Development and Mutual Understanding (PDMU) policy.

### **Pupil Participation and Consultation Process**

Our pupils are given the opportunity to discuss and comment on the school's positive behaviour policy in PDMU lessons. The school recognises the importance of giving the pupils the opportunity to contribute to the ongoing development of its policy.

### **Preventative Measures to Create a Positive Behaviour Ethos**

### *Leadership*

The school's senior management team (SMT) actively promotes the positive behaviour ethos, which secures whole-school community support for its implementation. The Vice Principal, Mr Ryden, has responsibility for the co-ordination and development of positive discipline within each key stage.

### *Use of curriculum opportunities*

School staff use class time to reinforce the importance of positive behaviour:

- PDMU (Personal Development and Mutual Understanding) lessons provide the opportunity for specific attention to be given to emotional development and the development of moral thinking, values and action;
- the use of creative learning through art, music, poetry, drama and dance develops understanding of feelings and enhances pupils' social and emotional skills.

### *Use of other opportunities to raise awareness*

Other opportunities are also used throughout the school year to reinforce the positive behaviour ethos:

- whole-school assemblies used to raise awareness of the school's positive behaviour policy and develop pupils' emotional literacy;
- use events which can prompt further understanding of the importance of positive behaviour such as visiting theatre group workshops.

### *School environment*

The pupils are carefully supervised on the school premises to reduce incidents of misbehaviour:

- the school doors open 8.45am, there is no playground supervision before school prior to 8:45am
- at least two members of staff supervise each playground at breaktime. In the event of bad weather, the staff then patrol the classrooms. Prefects from P7 also help with supervision for P4-P7 (although they do not have responsibility for imposing sanctions);
- lunchtime supervisors assume the same responsibilities at lunchtime, again with assistance from the prefects. The Principal and the Vice Principal supervise the dining centre each day;
- teachers escort their class out of the school building at the end of the school day and ensure they exit the playground sensibly and safely.

### ***Professional development***

The school ensures that appropriately targeted information and professional development is available for all staff and governors.

### ***Working with EA and other outside agencies***

The school actively works with the Behaviour Support team at EA and other outside agencies to support the development of positive discipline.

### **Continuous Professional Development of All Staff**

The Vice-Principal will review the school's positive behaviour policy with all staff annually. He/She will also keep staff informed of current issues and available training opportunities.

### **Monitoring**

The school's Senior Management Team monitor the effectiveness of this policy on a regular basis. The Principal reports to the Board of Governors on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records any relevant classroom incidents. The Vice Principal and Principal record any incidents of where a child is sent to them on account of misbehaviour. Records are also kept of any incidents that occur at lunchtime by the lunchtime supervisors.

### **Review of the Policy**

The review of this policy is timetabled every year within the school's management programme. It will then be presented to the Board of Governors for their consideration and approval.

## APPENDIX 1

### How a parent can make a complaint about behaviour

