

PUPIL SUPPORT BEHAVIOUR

At Kintore Primary School we expect everyone to

- ❖ Show respect
- ❖ Do their best
- ❖ Work together
- ❖ Be positive
- ❖ Behave safely

In order to do this the school takes a positive approach to all aspects of discipline in and around school, by encouraging and rewarding good behaviour in the experiences we provide. To do this we encourage positive attitudes towards self, others and the world about us and acknowledge that these are as important as intellectual achievement. We also acknowledge that better behaviour leads to better learning.

All members of the school community should be aware of and take responsibility for their own behaviour.

We welcome the experience and advice of parents on this issue and would encourage any parents to share these with us to ensure continuity and harmony where possible.

Through this environment we are working towards developing the 4 purposes of the Curriculum for Excellence –

- Successful Learners
- Confident individuals
- Effective contributors
- Responsible Citizens

CLASSROOM MANAGEMENT

It is our policy to praise, encourage and credit pupils in an on-going way to enable them to achieve their full potential. Clearly within the classroom order is needed if the activities which take place are to facilitate effective learning and teaching.

One of the most effective means of dealing with misbehaviour is to create a positive climate and use appropriate strategies to stop it happening in the first place.

Some of the ways to create a positive class climate are:

- Start the day cheerfully and effectively
- Organise seating/furniture to provide clear access and eye contact in and around the room
- Keep calm

- Focus on what is going well. Avoid making negative comments
- Reprimand quietly – this can prevent a situation from escalating. Remember you are displeased with the behaviour not the individual
- Ignore minor attention seeking behaviour (very difficult)
- Give clear rules, expectations and messages, ensuring they are understood
- Organise your teaching to meet the needs of all.
- Reduce the threat of failure
- Apologise if necessary
- Scan the class quietly and regularly to identify immediately those who are off task and need redirection
- Circulate among the children
- Use non-verbal interventions – the ‘stern’ look, the encouraging smile
- Move pupils to more suitable seating arrangements – e.g. nearer you
- Provide children with the opportunity to air worries – Circle Time should be used throughout the school

School rules are kept to a minimum and there should exist a corporate responsibility of the whole staff for the maintenance of discipline within the whole school.

GUIDELINES

Show respect	<ul style="list-style-type: none"> Always be polite Do not touch/take someone else’s property Keep the school and playground tidy Look after each other Tell the truth Do not show physical or verbal aggression to another individual
Do your best	<ul style="list-style-type: none"> Try your hardest, even if you feel you are not going to succeed Complete all class work in the time allocated Complete all homework and hand in on time
Work together	<ul style="list-style-type: none"> Cooperate with others, no matter who is in your group Listen to and respect other people’s opinions
Be positive	<ul style="list-style-type: none"> Walk away from misbehaviour and do not get involved Start each day fresh and do not harbour grudges
Behave safely	<ul style="list-style-type: none"> Stay in the school grounds at break time Walk in the corridors Do not climb on walls, fences etc Use school equipment in the safe way, that has been explained

We are all responsible for ensuring pupil safety and good conduct at all times. To do nothing at the time of the misdemeanour simply gives it tacit approval. We can reinforce positive attitudes consistently and constantly.

REWARDS

The school has in place a structure of rewards for those individuals, groups or classes who actively contribute to the well-being of the school. All staff should be involved in voicing appreciation and from time to time formal recognition will be made at gatherings such as assembly or noted in school bulletins. Certificates (which can be issued by all staff and are handed out at Assemblies), stickers and praise are always appreciated.

The whole school takes part in weekly Excellence Time on a Friday. Participation in this is dependent on behaviour and pupils choose the activity they would like to take part in.

SANCTIONS

Constant misbehaviour cannot be ignored and a hierarchy of sanctions is in place to deal with misbehaviour.

1. Formal verbal warning (noted on sheet)
2. Time Out (length of time dictated by circumstances)
3. Think Sheet (completed in school, copy taken and sent home to be signed by parent and returned)
4. Loss of all of 15 mins of Excellence Time and Think Sheet
5. Loss of all Excellence Time and Think Sheet

At levels 4 and 5 S.M.T. will be informed and normally only S.M.T. can issue a Level 5. The completed Think Sheets should be returned to the D.H.T.s

Unprovoked verbal and physical aggression will normally result in a Level 5 sanction.

Staff should ensure they keep a record of Think Sheets issued and record any ongoing concerns about misbehaviour. Changes in behaviour and records of conversations with parents can be noted in the pupil's chronology. Meetings and telephone conversations with parents should also be documented on a Meeting Record and passed to S.M.T.

EXCLUSIONS

Ultimately a pupil may be excluded from school for persistent misbehaviour. The decision to exclude has to be taken by the S.M.T. and will be taken with consideration to the best way to manage the pupil concerned in order to try and modify the behaviour, but also with consideration to the health and safety of staff and other pupils in the school.

Rights Respecting School

The school is currently working towards its first award for Rights Respecting Schools. All staff should be aware of the United Nations Convention on the Rights of the Child and how a pupil's misbehaviour can prevent other pupils from having their rights.