

Cultercullen



School

Promoting Positive
Behaviour Policy and
Procedures

Friends of Cultercullen Chairperson	Head Teacher	Pupil Council
<i>Reviewed: November 2020</i>	Next Review Date: November 2021	

Introduction

It is the aim of Cultercullen Primary for everyone to work together to be a kind, healthy and caring school. We are a welcoming community, whose values are built on mutual trust and respect. The school behaviour policy is therefore designed to support the way in which all members of the school community can live and work together in a supportive way. Our philosophy is underpinned by the United Nations Convention on the Rights of the Child (UNCRC). The following articles from the document highlight the importance of promoting positive behaviour at Cultercullen School.

ARTICLE 3: The best interests of the child must be a top priority in all things that affect children.

ARTICLE 12: Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

ARTICLE 28: Discipline in school must respect children's dignity.

ARTICLE 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and their environment.

This policy outlines the steps that are taken by all staff at Cultercullen School to promote positive behaviour.

School Values and Aims

We will change the world – Vision, Value and Aims of Cultercullen School

This is how we will change the world around us

We will sit with those alone

We offer help to be a friend to those who stand alone

We think about and encourage others and lend a helping hand

Who we are at school is who we are outside

We share and look for the good in everyone

But sometimes we can improve

We learn to be all that we can be

This is how WE WILL change the world.

Written by P6 2018/2019

Support Systems for Promoting Positive Behaviour

At Cultercullen School we use the following strategies to promote positive behaviours:

- All teaching and non-teaching staff using praise to promote positive behaviour and achievement.
- Intrinsic rewards, house points, HT certificates and stickers for positive behaviour and achievements.
- Achievements both in and out of school setting are shared at assembly, on Facebook, on our achievement wall and recorded in pupils’ profiles
- Whole school assemblies on moral and social issues as well as children’s rights from the UNCRC.
- Use of restorative approaches to discuss aspects of mental, social and emotional wellbeing including positive and negative behaviours.
- Use of circle time and health and wellbeing lessons to promote emotional literacy and resilience.

Each classroom has its own Charter setting out the main rights for pupils in our school and promoting our vision, values and aims.

For supporting the Charter:

House Points are awarded by any adult in school, or by another pupil via the class teacher - by giving the child a coloured token to linked to their house colour- for reasons outlined in the table below (Article 31).

Reward time is awarded weekly to all pupils. Pupils will sign up to a 30 minute activity of their choice.

House points will be awarded for the following:
Manners
Helping Others
Being Kind
Effort
Out of School Achievement
Teamwork
Cultercullen Credit – anything that deserves recognition but does not fit into any of the above categories

Tokens will be collected in each class throughout the week in transparent containers. House captains will collect these each Friday and add them to the House total for the term which will be displayed in the main corridor. On the last week of each term, the totals for each house will be added up and the House with the most tokens can vote for one of the following as a reward:

- extra break
- movie and popcorn afternoon
- non uniform day
- extra reward time
- lucky dip

Weekly, each teacher will also recognise a ‘Star of the Week’ – a pupil who has embodied the ethos and vision, value and aims of the school that week. These certificates will be presented at assembly or group time.

Each summer, prior to the break, the House with the most points for the whole session will be added to the Cultercullen House Champions display in the main corridor.

NB Once House points have been earned they cannot be removed or taken away. Please see other procedures for managing negative behaviours below.

Restorative Approaches

Restorative approaches support pupils and staff to build, maintain and repair relationships so that social and academic learning is maximised. The approach is based on an understanding that relationships and conflicts are not only a normal part of life, but opportunities for learning about social skills and relationships. It recognises that within a conflict there are unmet needs and underlying levels of harm that need to be addressed in order to resolve the conflict. The restorative approach enables everyone affected to process and move on by inviting them to take responsibility for the impact and to be part of the resolution of conflict or harm caused. Restorative Approaches help us differentiate between the person and their behaviour. Restorative Approaches are grounded in the understanding that individuals are responsible for their actions, and within our school community when an action has caused harm, those involved have a responsibility to put things right.

This is achieved initially by developing the children's awareness of their needs, by creating regular and timely opportunities for children to consider the impact of conflict on others. This happens during Circle Time and restorative conversations. When a conflict has taken place a prescriptive set of questions are used to stimulate children's thinking. This supports children to unpick and articulate the emotions, thought processes and actions involved in their conflicts.

During a restorative conversation the following questions would be asked:

- What happened?
- What were you thinking at the time? How were you feeling?
- What have you thought about since?
- Who's been affected by what has happened?
- In what way?
- What do you think needs to be done to put things right?
- How can we make sure that this doesn't happen again?
- Does anything need to happen now?

Procedures for Managing Negative Behaviours

Verbal Warnings and Reward Time

Children who do not follow the Rights Respecting Charters set out by each class will be given a warning by a member of staff and reward time may be removed in 5 minute increments.

Staff may also use the following methods:

- time out (Thinking Room)
- allocating a playground buddy
- contact parents by telephone to discuss the behaviour
- restricted playground (e.g. staying with an adult)
- restorative approaches

Thinking Room If a child continually refuses to follow the Rights Respecting Charter, they will be asked to attend the Thinking Room. The adult who has sent the child to the Thinking Room will collect a Thinking Card from the staffroom and ask the child to complete it. They will then ensure they leave the room with a completed Think Room card which must be signed by the Head Teacher and put into their profile folders. Any pupil who completes a Think Card will also lose 5 minutes reward time. Once reward time has been removed, it can not be earned back.

Parental Involvement If a pupil repeatedly attends the Thinking Room the class teacher will contact the parents by telephone. The Thinking Room cards will be put into their profile folders which will be sent home termly or at the request of the parent.

Additional Support Continued attendance in Thinking Room will result in the headteacher being more involved. The headteacher will contact parents to discuss involving Educational Psychology or other services, or referral to a specialist service such as behaviour support services.

Exclusion

The headteacher can use exclusion as a very last option. Exclusion can be used if the parent of the pupil refuses or fails to comply, or to allow the pupil to comply, with the rules, regulations, or disciplinary requirements of the school; or in all the circumstances to allow the pupil to continue his/her 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 pupils there. Aberdeenshire Council's exclusion policy can be requested from the school office or viewed at www.aberdeenshire.gov.uk

Occasionally an incident will be serious enough to by-pass one or more of the steps above. Such incidents include

- Physically hurting someone else or oneself
- Endangering others
- Damaging property
- Serious threatening behaviour
- Bullying

Children with additional support needs: good practice in preventing the need for exclusion

We will identify and plan for children's additional support needs at an early stage.

We will make sure that transitions from other schools or from playgroup are smooth with good information sharing about the child's needs. Any information shared with school staff or other agencies will be done in the best interests of the child and in strict professional confidence. Prior to the headteacher considering the exclusion of a pupil, all relevant internal preventative and support procedures will be used as will the use of external agencies.

Learning difficulties, medical factors, poor attainment, family circumstances, bullying, racial and cultural harassment, non-English speaking and like matters will be considered and the required action taken. The school's behavioural expectations of pupils will be made clear to the pupil and parents throughout the period of the pupil's behavioural problems. We will make our expectations clear through newsletters, assemblies, lessons focusing on behaviour in various curriculum areas (Personal and Social Development, Religious and Moral Education, Social Studies for example). We will also give every new parent a copy of our behaviour policy at enrolment.

What can parents/carers do to help?

Parents/carers can discuss our Charters at home. Once our classroom Charters have been created, a copy will be sent home to ensure parents are aware of our standards and expectations. Parents/carers can support school decisions about behaviour by attending meetings when these are requested or discussing behaviour issues by telephone. Parents and school should try to resolve disagreements at school level in the first instance.



Parents/carers should remind children how to report poor behaviour in the playground. In the first instance

- ask the child to stop
- speak to a playground supervisor
- speak to class teacher or other member of staff

Acting in an angry or threatening manner towards staff, children or parents is not acceptable.

Aberdeenshire Council's complaints policy can be viewed at www.aberdeenshire.gov.uk or requested from the school office.