



Lochgoilhead Primary School and Pre-5 Unit

Behaviour Management Policy

In Lochgoilhead Primary School and ELC Unit we are committed to providing a safe learning environment in which every member of the school community feels valued, respected and treated fairly, and our young people can learn effectively and fulfil their potential.

We are proud to be a UNICEF Rights Respecting School. Our commitment to the UN Convention of the Rights of the Child forms the basis of everyday life for all our children at Lochgoilhead Primary School and ELC Unit.

In enacting this policy, we teach our children to learn, work and play together to maintain the school ethos, aware of their rights and the need to respect these rights for themselves and for others.

Rationale

The ethos of our school is built on the core values of **happiness, respect** and **ambition**. We encourage pupils to live these values, thereby acquiring knowledge, skills and attitudes which enable them to develop as responsible citizens, successful learners, effective contributors and confident individuals.

Happiness

We want all our children to feel safe and happy so that they can enjoy their learning and achieve their full potential. A child's emotional health and wellbeing influences their development and learning, as well as their physical and social health and their mental wellbeing in later life. Following the school rules ensures all children can learn in a safe, nurturing environment. Routines and expectations are actively taught so that children know how to succeed.

Respect

Strong relationships based on mutual respect are at the heart of our school. Every member of Lochgoilhead Primary School and ELC Unit expects to receive respect from others because it helps us to feel safe and express ourselves. Our children in turn learn how to be respectful towards others.

Ambition

Members of staff have high expectations of all pupils and use learning and teaching strategies which encourage positive behaviour and effective learning

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for all. We expect children to apply their learning in all contexts in school (for example, the lunch hall and playground as well as the classroom).

Expectations

Children come to nursery and school prepared to take part as individuals and team members of Lochgoilhead Primary School and ELC Unit. They reflect the school vision and values by following the rules for expected behaviours within our learning. These are:

- Be a great learner
- Be safe
- Be respectful
- Be responsible
- Be kind

They are expected to give of their very best in all aspects of school life, respecting their learning environment, and remembering the rights of other learners. They work with members of staff to reflect on their behaviour and learn from mistakes.

Members of staff manage behaviour effectively to create a positive climate with realistic expectations of all pupils. Good behaviour is actively sought by each member of the school. Staff promote positive behaviour through modelling honesty and courtesy, and provide a caring and effective learning environment. Mindful of the rights of the child, they ensure fair treatment for all. All staff are involved in ensuring children are supported in making the right choices when they choose to behave well. They respond positively to efforts made by pupils when they are genuinely trying to effect a change in their behaviour, and apply sanctions in line with this policy.

The head teacher ensures the implementation of local and national policy within the school where all staff are clear about their roles and responsibilities. They create a climate of mutual respect and of feeling valued, where achievements are celebrated, and ensure equity and fairness through consistent responses to behaviour. The head teacher leads “restorative” discussions so that children can learn from mistakes.

In partnership with parents and staff, the head teacher identifies the needs of children and young people and ensures appropriate support, allowing all children to develop in a nurturing environment. They communicate openly and honestly with parents/carers about their child’s behaviour. The head teacher respects a child’s right to privacy and may not discuss individual children with other parents/carers. Difficult conversations with parents take place in a private space, usually in the school.

As part of Getting It Right For Every Child (GIRFEC), we recognise that there may be individual circumstances where parents wish to be made aware of all

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incidents regarding their child. The head teacher will work closely with families to best meet the needs of the child.

Parents/carers encourage their children to engage positively and endorse the shared values of the school. The importance of close working relationships, and a clear understanding of the value of all staff and parents working together cannot be overestimated. Clear, honest and effective communication is essential at all levels. Setting a good example, parents respect the rights of all children in our learning community, and recognise that staff may not discuss other people's children with them.

We expect that parents/carers will support the school's Behaviour Policy, working with the school to support their child by agreeing to discuss any problems that may arise. We expect that parents/carers will celebrate with us their children's successes.

Promoting positive behaviour

We have high expectations of behaviour, and use rewards, praise, and sanctions consistently and fairly to support this. These practices can support young children in developing their understanding of the difference between right and wrong. We aim for our pupils to be self-motivated to behave well, but recognise that different strategies will work for different children according to their age and stage.

Praise and Reward

Staff will consistently recognise positive behaviour and achievement in a variety of ways. These may include:

- Verbal praise
- Written praise on work
- Regular encouragement
- Stickers, stamps to recognise achievement
- Certificates of achievement
- Learning Story awards
- "Efforts" given by any member of staff who catches a pupil being good
- Bronze, silver, and gold merit badges when pupils have earned a set number of "efforts"
- High quality feedback
- Phone calls home to parents
- Celebrating achievements at weekly assemblies

Sanctions

We recognise that while we aim to promote positive behaviour there may be occasions where staff have to deal with disruption and poor behaviour. As much as possible, we try to resolve low level/minor incidents at the time. This will involve talking calmly to the child/children involved, working towards a resolution, encouraging recognition of the mistake and looking for an apology

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or other way of showing that they are sorry for their actions. This is part of a “restorative” conversation.

Staff will consistently apply sanctions within school in a variety of ways. These may include:

- giving a verbal warning
- moving pupil to a different seat in the class/area of the playground
- moving pupil from the classroom to the corridor for a few minutes for “time out”
- “thinking time” during a portion of playtime (a pupil will never lose all of their playtime)

For more serious incidents that involve defiance, physical or verbal abuse, deliberate damage to property, or behaviour which has caused offence, the child will be sent to the head teacher (or class teacher in their absence). In line with this policy, parents/carers will be contacted and a note of the incident made on the child’s permanent record.

In extreme cases, a pupil’s behaviour pattern may be so serious that they are excluded for a period from school. The head teacher will follow Education Management Circular 3.08, taking account of individual circumstances in every case.