



Auchengray Primary School Behaviour Procedure Note

Developing good relationships and positive behaviour in the classroom, playground and wider community is essential for creating the right environment for effective learning and teaching. Where children and young people feel included, respected, safe and secure and when their achievements and contributions are valued and celebrated, they are more likely to develop self-confidence, resilience and positive views about themselves.

Better relationships, better learning, better behaviour, The Scottish Government. 2013

At Auchengray Primary we recognise that promotion of positive behaviour through whole school ethos and values is the most helpful approach to improving behaviour. This requires our whole school community to work together to ensure that our learning environment is one in which all children can experience success. To support us in this aspect of learning and teaching we have devised the following procedure through the process of self evaluation as we aim to develop our practice to meet the needs of our whole school community.

Our school rules are based on shared **Values** (What our children, staff and parents say is important):

- **RESPONSIBILITY**
- **RESPECT**
- **KINDNESS**
- **FRIENDSHIP**
- **CHALLENGE & ENCOURAGEMENT**
- **RESILIENCE**
- **EQUALITY**

Golden Rules

Our Golden Rules apply for all children and adults at Auchengray Primary, at all times, and have been agreed by the whole school community. They apply to areas inside and outside of the classroom.

At Auchengray Primary we expect everyone to follow our **Golden Rules**:

- **RESPECT YOURSELF**

(I play a part in bringing about positive change in my school and wider community. HWB 13a)

- **RESPECT OTHERS**

(I contribute to making my school community one which values individuals equally and is a welcoming place for all. HWB 10a)

- **RESPECT PROPERTY**

(I am able to exercise these rights appropriately and accept the responsibilities that go with them. HWB 09a)

We teach the children at Auchengray Primary about our Golden Rules and Values through assemblies, lessons in Health and wellbeing and our everyday interactions with each other.

Rewards & Praise

K McNeill
Head Teacher
2.11.16

At Auchengray Primary we aim to reward and praise children for their good efforts. This happens in a variety of ways. Teachers send children who have worked hard to achieve a particular target to the Head Teacher or other staff member for praise and acknowledgement. We believe that this immediate praise is more valuable than a reward at the end of the day, week or term. From time to time we will celebrate achievements more formally, through assemblies and additional rewards.

Good to be Green Scheme

The Good to be Green scheme provides:

- a consistent and fair approach to behaviour management
- clear systems to reward good behaviour and sanctions for inappropriate behaviour
- a system that allows children to take ownership of their behaviour and their rewards

Go for Green principles:

- Each day is a new day
- Our class has a behaviour chart and each day all children begin on green to demonstrate the expectation that each day will be a positive one
- Children know that there are consequences when making inappropriate behaviour choices
- Children understand that they have the responsibility to manage their own behaviour

The scheme:

Every effort will be made to be patient, not shout and to recognise and reward good behaviour. However, where children persistently break Golden Rules the following sanctions occur:

1. Child is given a verbal warning and a white card to remind them of the warning. The child has an opportunity, at this point, to move back to Green if their behaviour improves and there are no further misdemeanours.
2. Child is given another warning and the child moves their name to Yellow/ Amber; this will be recorded in their planner/ diary. They will miss a playtime and at this stage, cannot go back to green.
3. Having reached yellow the child is then expected to be on their BEST BEHAVIOUR for the rest of the day. Any further unacceptable behaviour will result in the child being sent directly to the Head/ Principal Teacher. The behaviour will be logged and contact made with a parent/carer at the earliest convenient time, usually by phone. A meeting may be necessary to explore the reasons for continued inappropriate behaviour. Child moves their name to Red.

In the Playground

A similar system applies:

1. Child is given a verbal warning.
2. If the behaviour persists, the child takes time out away from the group, supervised by an adult, the adult will notify the class teacher at this stage.
3. If the child continues to break the Golden Rules the child is sent to the Head/Principal Teacher, at this point the child will move their name to Amber (at discretion of the teacher) and they will lose the rest of that break and possibly the next playtime.
4. Continued inappropriate behaviour in the playground results in loss of next and possibly subsequent playtimes; at the discretion of the Head/Principal Teacher. At this point parents/ carers are notified. The child moves their card to Red.

Additional Support Needs

As a fully inclusive school, we understand that some children need extra support. A child may have an Additional Support Plan and a separate system for rewards and sanctions in addition to the whole school procedure. **Promoting Positive Relationships and Behaviour** is a document produced by South Lanarkshire Council to support schools with approaches and strategies for preventing and dealing with challenging behaviour. At times, it may be necessary to adopt some of these additional strategies. This is agreed by the Head Teacher, parents/carers, adults working with the child and the child themselves. In this way we aim to meet their individual needs through the principles of Getting it Right for Every Child (GIRFEC).