







Crathes Primary School
Promoting Positive Behaviour Policy

 Crathes School Vision, Values and Aims 			
Inspiring learners to grow bright futures			
Respect	Responsibility	Fairness	Achievement
<p>We aim to:</p> <ul style="list-style-type: none"> ➤ Foster mutual respect for others ➤ Celebrate diversity and promote equality ➤ Value, appreciate and care for our environment 	<p>We aim to:</p> <ul style="list-style-type: none"> ➤ Recognise our responsibilities towards each other and the wider world ➤ Deliver a relevant, challenging and engaging experience enabling all to reach their potential ➤ Develop skills for life and work 	<p>We aim to:</p> <ul style="list-style-type: none"> ➤ Provide a safe, caring, healthy and happy learning environment for all ➤ Ensure children can access any required support ➤ Encourage children to be considerate and kind to all 	<p>We aim to:</p> <ul style="list-style-type: none"> ➤ Encourage individual talents and an ethos of achieving all we can ➤ Celebrate success at every level ➤ Provide high quality learning experiences
 <p>Article 29 Education must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.</p>	 <p>Article 13/14 Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law. Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights.</p>	 <p>Article 30 Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.</p>	 <p>Article 29 Education must develop every child's personality, talents and abilities to the full.</p>

Everyone in the Crathes School community is committed to creating an inclusive environment where all feel welcome, valued and safe, and are able to work and learn effectively in response to high expectations.

The purpose of this policy is to give a clear code of conduct for all at Crathes School, both adults and children. This policy should not be seen as something static, but must be responsive to changes within the school.

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Our school aims to provide a happy and secure environment for all those who work in it or visit it. For the happiness and smooth running of our school we believe it is important to:

- Promote positive behaviour within a happy, safe, caring environment.
- Motivate children through praise and the celebration of success.
- Treat all members of the school community with respect and fairness.
- Encourage pupils to develop a sense of self-discipline and an acceptance of responsibility for their own actions.
- Encourage pupils to develop positive caring attitudes towards one another and the environment.
- Listen with care to one another's views and value them.
- Acknowledge that each and every person in our school has a personal part to play and each person's talents will be valued and enjoyed.
- Work closely with parents, other members of staff and outside agencies.
- Fulfil our responsibility whether as parent, pupil or staff with regard to
 - Punctuality
 - Coming to school prepared
 - Completing tasks to the best of our ability
 - Taking responsibility for our buildings and equipment
 - Co-operation with other school members

We believe that by praising and rewarding acceptable behaviour, such behaviour then becomes the norm.

Charters

Through our work on Rights Respecting School each class develops a Classroom Charter at the start of the each session to reach a shared understanding of the rights and responsibilities of all.

The Playground Charter is developed and illustrated with everyone contributing to this shared understanding of what makes playtime a happy, healthy time for all.

The Charters are displayed in the classrooms and around the school. Class teachers discuss them with their pupils regularly so there is clarity of understanding and expectation.

ENCOURAGING POSITIVE BEHAVIOUR

We also encourage positive behaviour through School Assemblies, Circle Time, praise and rewards.

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Developing Circle Time Techniques

All pupils are involved in regular circle time sessions, which develop self-esteem, mutual respect and positive relationships. It provides opportunities for children to put forward their views, encourages them to take responsibility for their own behaviour and to suggest ways themselves for improving and maintaining good behaviour and relationships.

Praise

At Crathes School we recognise the importance and value of praise. Praise can be given in formal and informal ways, in public or in private, for the maintenance of high standards as well as for particular achievements.

Rewards

The use of a range of rewards can be very effective for the majority of pupils. Among those used in Crathes Primary School are:

- Team Points
- Feedback in children's work
- Public praise in front of peers
- Reward stickers and certificates for particular achievements
- Awards presented in assemblies
- Awards recorded on Curriculum for Excellence Board
- Specific privileges

We recognise that there will be occasions when there will be behaviour problems, for many reasons. We should always try to understand the reason for the misbehaviour, so that we can deal with this effectively. When dealing with problems it is important to label the behaviour and not the child. It is also important to help the child understand the consequences of misbehaviour.

Sanctions Policy

It is important to have a consistent policy for dealing with misdemeanours. For most children a non-verbal signal (a look or a frown) or a verbal rebuke will be sufficient. If their behaviour continues to give cause for concern they may sit for a 5 minute Timeout to consider the impact of their behaviour. The Classroom and Playground Charters will be used to focus the discussions and identify the way forward. Pupils will be encouraged and supported to reflect on their behaviour and consider how they can make amends.

Unacceptable Behaviour

In Crathes Primary School violence, bullying, harassment (racial or sexual), vandalism, rudeness to others and bad language are not tolerated (see Anti-Bullying Policy).

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Anyone observing or experiencing bullying, harassment or vandalism is encouraged to tell an adult so that the situation can be resolved. On some occasions it is necessary to involve parents/carers in this process.

Where behaviour is unacceptable a system of appropriate sanctions is employed.

Sanctions to be used are;

- A verbal warning
- Repetition of task if not completed satisfactorily
- Withholding praise if not deserved
- Time Out
- A written or verbal apology
- Telephone call/letter to parent or carer

There are some children who are unable to respond to the usual systems that motivate other children and they need more individualised support with specific targets and associated rewards. These will be discussed, recorded and agreed with parents/carers as the success of this approach depends entirely on everyone working together

We may involve outside agencies such as the Educational Psychologist or Intervention and Prevention Teacher for advice and assistance.

More serious infringements of the rules and all incidents of unacceptable behaviour must be dealt with in a more formal way;

- Referral to Headteacher
- Withdrawal of major privilege
- Letter to parents
- Meeting with parent/carer to discuss problem
- Exclusion

Exclusion will only be implemented when all other sanctions have failed to bring about an improvement in a child's behaviour. The only exception to this would be in the case of an outrageous act by a child. This would lead to exclusion without necessarily invoking other minor disciplinary procedures. Exclusion strictly adheres to Aberdeenshire Education & Children's Services Policy and Procedures on Exclusion. A copy of this is available from the school.

Some children do present challenging behaviour. Without parental support it is very difficult to effect a positive change. We, therefore, actively seek parental support in order to work in an effective partnership to enable those children to develop self-control, consideration and respect for others and themselves.

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