



Positive Behaviour Policy

Cornbank Primary School

Positive Behaviour Policy

Rationale

The purpose of this policy is to provide a clear framework of guidance relating to all matters of behaviour. This policy will be used by all adults involved in the education and well being of children at Cornbank Primary School.

Cornbank Primary School's Shared Vision

Cornbank - where everyone works together to inspire learners to be their best now and in the future.

Our Core Values

Respect

Inclusion

Safe

Excellence

Our Shared Vision and Values were developed and agreed after full consultation with all stakeholders. We plan to update our aims at the beginning of session 2018/2019.



Everyone participating in the life of the school has a responsibility to ensure that our vision, values and aims are understood and met. How a child feels and behaves affects their ability to learn and form relationships. Central to our thinking is the fact that all children thrive on praise, success, consistency, recognition and the feeling of being valued. This does not mean that negative behaviour is ignored. It is essential that children are able to understand and follow our school rules, realising that actions have consequences.

Our School Rules:

- Listen and follow instructions the first time
- Keep hands, feet and objects to yourself
- Speak in an appropriate way
- Move around the school safely
- Look after each other and our school

Class Charters

At the beginning of the school year, during the establishment phase, each class will discuss and create a class charter based on the Rights of the Child. This will be displayed centrally within the classroom, along with school and playground rules. Class teachers will regularly refer to the charter and expectations and revisit these to ensure all members of the class fully understand them.

Celebrating Positive Behaviour

House Points

Although Cornbank Primary is one team, all children are divided in to one of our 4 Houses; Eagles, Falcons, Kites and Ospreys.

Children have an individual chart on which they can earn House Points for demonstrating positive attitudes and behaviour.

- 50 house points = Bronze certificate
- A further 100 house points = Silver certificate and a silver pencil
- A further 100 house points = Gold Certificate and a gold snack token
- A further 100 house points = Platinum Certificate and a platinum badge

Each week our House Captains add up the House Points and announce our weekly House Winner. Pupils in the winning House are awarded an extra 5 minutes at Break time on Friday. Each term the whole school comes together for a special House Assembly. This is organised and led by our House Captains. The overall winning House for that term is announced and a special treat is organised for all pupils in that House. Treats have included a sports afternoon, treasure hunt and outside games.

House Points are also used throughout the year for whole school events e.g. lining up, sports day etc. A winning House Cup is presented at the end of the school year.

Positive Rewards

At Cornbank Primary School we believe that rewarding effort is a vital part of the learning process. We have many positive rewards to celebrate and recognise this.

- Verbal Praise
- Stickers
- House Points
- House Point Certificates
- Wider Achievements Celebrated and recorded in floorbook
- Toolkit certificates
- Tea with HT and DHT
- Update Monday
- Twitter

Daily Reflection Time

School rules are displayed in every classroom and around the school. All staff take time to ensure children understand the key rules and children are consistently reminded about making positive choices.

We use the following as a guide to a stepped approach to focus on a positive approach.

1. Reminder - A reminder of the rules, delivered privately wherever possible.
2. Caution - A clear verbal caution delivered privately, where possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue.
3. Warning - Speak to pupil privately and give them a final opportunity to engage. Offer a positive choice to do so and even refer to previous examples of good behaviour.
4. Reflection Time - Time at the end of the day to have a restorative conversation with class teacher.

At the end of every day, 3pm, there will be an opportunity for all children and staff to have reflection time. Children who have made positive choices throughout the day will have time to engage in play during that time. Activities will have been chosen by the children along with their teacher at the start of every term and updated when necessary.

Children who have not followed a school rule will receive a verbal warning and will be reminded to make positive choices. If a child continues to not make positive choices then they will engage in reflection time at the end of the day with their class teacher. This is an opportunity to have a restorative conversation and discuss how the child can improve their choices. Reflection time will be recorded using the 5 key questions.

Playground

If a child chooses not to follow the rules when outside then the Learning Assistant will ask for the child to have an immediate "Time Out".

Learning Assistants will inform class teacher of any incidents and these will be discussed during Reflection Time.

FURTHER STRATEGIES TO DEVELOP AND SUSTAIN POSITIVE RELATIONSHIPS

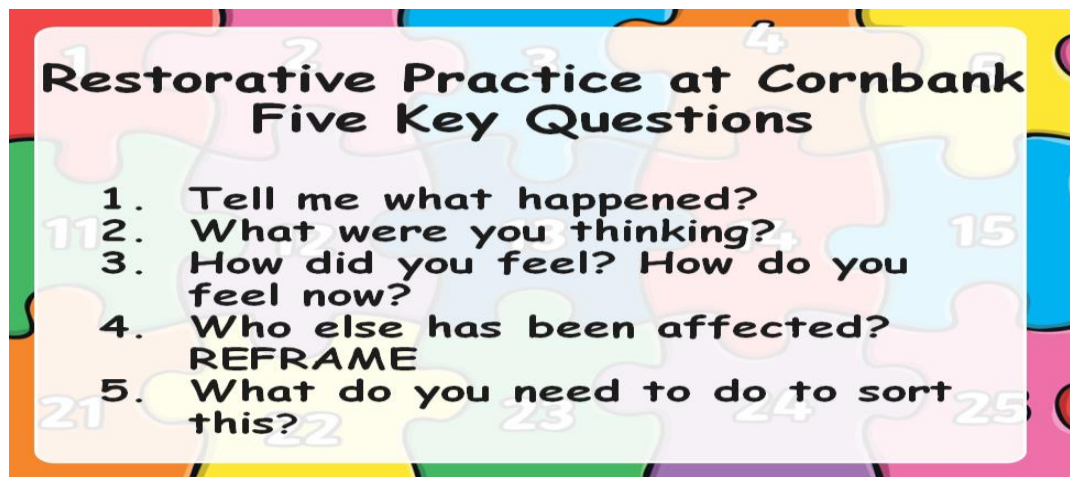
Restorative Approaches

Staff and pupils in our school are developing restorative ways to handle conflicts and disagreements that inevitably occur in and out of school. Staff have taken part in training and this will continue to be a focus for session 2018/19.

Restorative approaches put repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment.

It gives everyone involved 'a voice' so that disputes/conflicts can be handled fairly and positively, while working together to reach a resolution.

At Cornbank we use the following key questions to support discussions.



'Being Cool in School'

This programme produced by Midlothian Council aims to empower children to cope with challenging situations they are likely to encounter in their daily lives. The units explore and rehearse via discussion, reflection and role-play, a range of skills and strategies that equip children to manage their behaviour positively.

This resource is currently being used across the school.

Chums

'Chums' are encouraged to be role models to the younger children. Their role is to support their buddy during lunchtimes and breaks, if and when necessary.

Circle Time / Class Meetings

A basic building block of developing restorative practices within the school is the development of active, empathic listening. Children also need an opportunity to express their feelings, opinions and ideas in a secure setting.

Circle times and/or class meetings take place in all classes in our school each week. This involves all children taking a collective responsibility for solving problems and issues that they themselves have highlighted. The physical act of sitting in a circle emphasises unity and equality, whilst encouraging attitudes of honesty and trust.

Building up trust will help create a class where there is mutual support, where everyone listens to one another and where everyone takes turns to speak.

Anti-Bullying Policy

What is bullying?

It is not easy to give an exact definition of bullying as it can take many forms.

Bullying can be:-

- Emotional - being unfriendly, excluding, tormenting
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic - focussing on the issue of sexuality
- Verbal - name-calling, sarcasm, spreading rumours, teasing
- Cyber - all areas of internet, such as email and internet chat room misuse
- Mobile threats by text messaging and calls.

Bullying usually occurs when an individual or group uses strength or power to hurt, either physically or emotionally, by intimidating or demeaning others. It is usually persistent and is often covert and is a conscious attempt to hurt, threaten or frighten someone.

- Everyone at Cornbank Primary School is committed to providing a caring, friendly and safe environment for all pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur we want all pupils to be confident and talk to a member of staff about matters of concern to them. We are a TELLING school. This means that we encourage our pupils to tell a member of staff, if they know that bullying is happening in our school.
- All staff is well trained in our Behaviour Management Policy and incidents will be dealt with promptly and effectively following school procedures.

Policy into Practice

- The school's Personal Social and Health Education curriculum helps pupils understand what bullying is and how to deal with it. Pupils will be taught the following procedure:-
 - ❖ Children should initially tell the other person to stop the behaviour, as they don't like it
 - ❖ If the behaviour continues, they should then say they will report the behaviour to an adult
 - ❖ If the behaviour is repeated on another occasion, the pupil will go to an adult for help.

Useful websites

www.antibullying.net - an excellent website which provides a great deal of information

<http://www.bbc.co.uk/learningzone/clips/preventing-cyber-bullying/6131.html> - BBC video clip about cyber-bullying

<http://www.respectme.org.uk> - an excellent website for parents and staff to help prevent and deal with bullying

<http://www.thinkuknow.co.uk>

<http://www.childnet-int.org.uk>