



Udston Primary School

Promoting and Managing Positive Behaviour

Position Statement - August 2017

Our Aim

At Udston Primary we strive to create a positive ethos by having clear expectations of behaviour which are consistent and fair and shared by **all** members of the school community. We adopt a restorative approach to behaviour management which encourages pupils to interact to find solutions to problems, helping others and listening to each other when adult intervention is not needed.

Our approach to behaviour management is underpinned by the principles of the United Nations Convention on the Rights of the Child (UNCRC) and the Wellbeing Indicators outlined in Getting It Right For Every Child (GIRFEC). Our aim is to make our pupils aware of the rights to which they are entitled and encourage them to make positive decisions which ensure these rights, and the rights of others, are respected. All members of the school community are encouraged to use rights respecting language and to adopt the attitude that 'Rights + Responsible Actions + Respectful Attitudes = A Happy School'. In doing this, we are encouraging our pupils to have respect for the feelings and attitudes of others and become caring, responsible members of society.

School Charters and House-Points System

Our school-wide charters are developed by pupils and staff at the beginning of the school year. The following charters are in place:

- Whole School
- Classroom
- Gym Hall
- Playground
- Lunch Hall

Each charter is made up of articles from the UNCRC and Wellbeing Indicators (SHANARRI Family) which apply to particular areas of school life with corresponding respectful actions. The charters are clearly displayed throughout the school and in each classroom. These encourage pupils to think about how their actions impact on their own rights and the rights of others. It is important to note that the rights contained in the UNCRC are unconditional –

children cannot have these rights denied if they make wrong choices. However, pupils learn that the decisions they make impact upon themselves and others.

House Points System

Each charter links to our house-point system and pupils can be awarded a token from staff for demonstrating respectful attitudes and responsible actions. Equally points can be deducted by staff as a consequence for poor behaviour choices. It is important that pupils are recognised by staff for their behaviour in the wider school, e.g. in corridors, cloak rooms, etc. to show consistency and shared expectations of all staff. At the end of each term, house points are totalled and the winning team receives the House Trophy and a special prize.

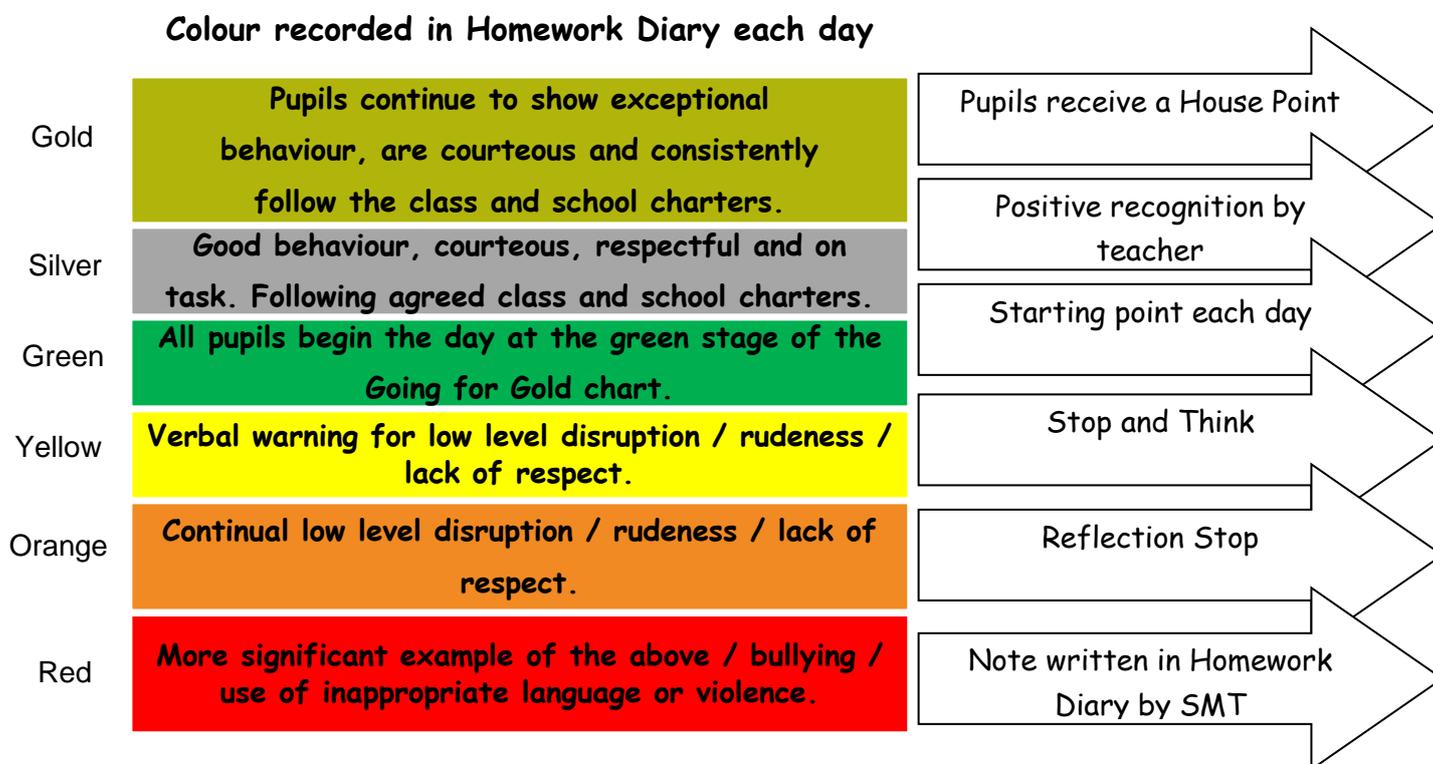
Promoting Positive Behaviour in the Classroom

In class, instead of traditional rules, teachers and pupils create a classroom charter which contains the Wellbeing Indicators and corresponding articles from the UNCRC. Naturally, the infant classes need to keep their charters simple and more guidance from teachers is needed however it is important that as we move up the school, pupils take as much ownership of the charter as possible. The charter should be clearly on display in every classroom and referred to when dealing with any behavioural issues or indeed when giving praise.

Going for Gold

At Udston, we have high expectations for all our pupils with regards to effort and attitudes to learning. As such, each pupil starts the day on 'Green' and from the outset of each day can be recognised for following class charters and generally displaying a positive attitude to their learning as well as to others. To support this recognition, a child is given the opportunity to move their name up to Silver on the class behaviour chart. If this positive attitude continues, the child can then progress to Gold. Once on Gold, the child should aim to consistently meet these high expectations for the remainder of the day. If a child finishes the day on Gold they receive a token for their House. When pupils choose not to respect the charter they will be moved down the traffic lights to Yellow, Orange then Red and a programme of sanctions are in place to support this. It is important that pupils are given the opportunity to make positive changes to their behaviour throughout the day and to move back up the traffic lights. In exceptional circumstances e.g. bullying, use of inappropriate language or violence, pupils move directly to Red. When a pupil moves to the Red section, a note from a member of the SMT should be sent home to explain to their parents. If a child receives two or more 'Reds' in a week, a parental discussion should take place with SMT with a view to a behaviour programme to be implemented. To maintain good communication between school and home, it

is vitally important that Homework Diaries record each child's colour on the Going for Gold chart (from Primary 1-7).



Weekly Certificates

Teachers select one pupil from their class to receive a certificate at the weekly assembly to recognise consistent hard work throughout the week in relation to the Four Capacities. This pupil also receives a house token to celebrate their success.

Golden Pupil

It is important that pupils' Homework Diaries are updated each day to record the colour they have achieved on the Going for Gold class chart. Each term, the child with the most 'Golds' recorded in their homework diaries will be recognised at assembly. At the end of the school year, the child/children with the highest number of 'Golds' in each class will receive the Golden Pupil Certificate at the end of term awards assembly.

Class Merit System

To promote positive behaviour in the playground, as outlined in the Playground Charter, each class has the chance to be awarded a Merit sticker for their line during each interval by

support staff or teaching staff. The winning class is announced at the end of each term with the overall winners receiving an additional playtime during the last week of the school year.

Golden Tickets

To encourage positive interactions and responsible behaviours at lunchtime, as outlined in the Lunch Hall Charter, pupils can be awarded a 'Golden Ticket' and exchange this for being first sitting for lunch and having it served by a member of SMT.

Supporting ALL Children

Children, as we know are all different, and although most children respond well to our positive behaviour system there may be some who may generally, or from time-to-time, experience difficulties. Naturally any such children are dealt with in a sensitive manner.