

Roslin Primary School

Behaviour Policy

## Rationale

*Curriculum for Excellence* cannot be delivered without good relationships and positive behaviour. The starting point for learning is a positive ethos and climate of mutual respect and trust based upon shared values across whole school communities where everyone can learn and work in a peaceful and safe environment.

Social, emotional and behavioural skills are key skills for learning, life and work. Readiness to learn, and ongoing positive relationships and behaviour, depend upon social and emotional wellbeing. Health and wellbeing across learning is a responsibility for all. Children and young people should feel happy, safe, respected and included in the learning environment and all staff should be proactive in promoting positive behaviour in the classroom, playground, and wider learning community.

### Building Curriculum for Excellence through Positive Relationships and Behaviour

Our policy reflects the following Scottish Government Guidelines:

- Getting it Right for Every Child (GIRFEC)
- Curriculum for Excellence
- Included, Engaged and Involved
- Education Additional Support for Learning (Scotland) Act (2004 and 2009)
- Behaviour in Scottish Schools Research (2009)
- Building Curriculum for Excellence through Positive Relationships and Behaviour (June 2010)
- Early Years Framework (2009)
- Equally Well (2008)

It also reflects Midlothian's policy and strategy of "Education for All: Getting it Right for Every Child through Equalities and a Curriculum for Excellence" which confirms that children and young people, irrespective of their needs, behaviour or background, have a right to be:

Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included in order to become successful learners, confident individuals, effective contributors and responsible citizens.

In Roslin we believe that children have the right to come to school to learn and teachers have the right to come to school to teach within a safe environment. In order to do this we have a Positive Behaviour Policy that enables children to make positive choices and take responsibility for their own behaviour. It also provides a framework for all members of staff to follow a fair and consistent system that reinforces positive behaviour and rejects negative behaviour.

## Our School Rules

- We keep our hands, feet and objects to ourselves
- We keep unkind words to ourselves
- We take care of everyone
- We take care of everything
- We will always try our best

In addition, we have some specific playground rules (see Appendix 1).

## Our Responsibilities

Pupils, parents, teachers and support staff should take collective responsibility for promoting positive behaviour in Roslin Primary.

### Pupils

Pupils should come to school ready to learn.

Pupils will follow the school rules.

Pupils will know that positive behaviour will be rewarded.

Pupils will know that unacceptable behaviour will result in sanctions being used.

### Parents

Parents should encourage their children to see school in a positive light and praise their children when s/he receives a positive reward.

Parents will know that they are working in partnership with the school and should share the responsibility for their child's behaviour in school.

Parents will know that if their child behaves unacceptably they may be asked to visit the school to discuss this with the teacher or a member of the management team and to decide how to improve their child's behaviour.

### Teachers

Teachers have a responsibility for the day to day organisation and discipline within the classroom.

Teachers will be guided by our positive behaviour policy.

Teachers will actively establish positive relationships with their pupils.

## Support Staff

Support Staff will be guided by our positive behaviour policy.

Support Staff will actively establish positive relationships with their pupils.

Support Staff will have the authority to reward positive behaviour and to report unacceptable behaviour. This may be conducted personally or through the Class Teacher.

## Rewards for behaviour and other achievements

- House points & stickers will
- Each child is entitled to 30 minutes Social time on a Friday
- Each class may have their own additional rewards such as table of the week, pupil of the week, star writers.

### School Wide Consequences

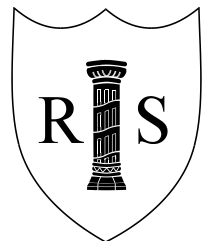
Classroom consequences: 1<sup>st</sup> warning, 2<sup>nd</sup> thinking time, 3<sup>rd</sup> Reflection time (in areas)

Senior Management Team

Headteacher

## Anti- bullying Statement

The purpose of this statement is to communicate and promote a common vision and to make sure that everyone in Roslin is consistently and coherently contributing to a holistic approach to anti-bullying. Included is:



- Our vision
- A definition of bullying
- Our aims
- Our Expectations
- Strategies to prevent and tackle bullying
- Recording and Monitoring
- Useful Links

The emotional health and wellbeing of children and young people is at the heart of achieving the outcomes that our children have the best start in life and are ready to succeed; become successful learners, confident individuals, effective contributors and responsible citizens; and have improved life chances where they are more at risk. The eight indicators of wellbeing in children and young people are that they are safe, included, responsible, respected, active, nurtured, achieving, and healthy. Bullying behaviour can have a negative impact on all those indicators.'

<http://www.scotland.gov.uk/Resource/Doc/330753/0107302.pdf>

## **Our Vision**

Every child in Roslin will grow up free from bullying and will develop respectful, responsible and confident relationships with other children, young people and adults. Children and young people, and their parents or carers, will have the skills and resilience to prevent or respond to bullying. All children will expect help and know who can help them; while those adults working with them will follow a consistent and effective approach in dealing with and preventing bullying from early years onwards.

## **What do we mean by bullying behaviour?**

Research and practice experience over time have led to an emerging understanding of bullying as a complex behaviour. Bullying can be understood as behaviour which leaves people feeling helpless, frightened, anxious, depressed or humiliated. Bullying behaviours may include:

- ▶ name calling, teasing, putting down or threatening
- ▶ ignoring, leaving out or spreading rumours
- ▶ hitting, tripping, kicking
- ▶ stealing and damaging belongings
- ▶ sending abusive text, email or instant messages
- ▶ making people feel like they are being bullied or fearful of being bullied
- ▶ targeting someone because of who they are or are perceived to be

While previous research focused on the individual characteristics of 'bullies' and 'victims' there is now a much deeper understanding of the complexity of issues surrounding bullying behaviour and the dynamic nature of this social problem. We have therefore aimed to avoid labelling children and young people as bullies or victims because these labels can constrain thinking of the problem as solely a characteristic of the individual, rather than as a problem that emerges from complex social dynamics.

## **Our Aims**

To achieve our vision all those working or involved with children will aim to:

- develop positive relationships amongst children and adults which are mutually respectful, responsible and trusting; and promote their emotional health and wellbeing
- build capacity, resilience and skills in children and young people, and parents and carers, to prevent and deal with bullying
- prevent bullying of children and young people through a range of strategies and approaches
- support children and their parents and carers who are affected by bullying

## **Our Expectations**

Please refer to our 'Behaviour Policy' for details of Scottish Government guidelines, our school rules, stakeholder responsibilities and rewards and sanctions.

In addition we are guided by the following legislation:

The Children (Scotland) Act 1995

The Education (Scotland) Act 1980

The Standards in Scotland's Schools etc Act 2000

The Education (Additional Support for Learning) (Scotland) Act 2004 as amended by the Education (Additional Support for Learning) (Scotland) Act 2009

The Schools (Health Promotion and Nutrition) (Scotland) Act 2007

## **Strategies to prevent and tackle bullying**

In Roslin we have many ways to support and encourage positive relationships:

- Our Behaviour Policy
- 'Cool in School' P1- P7
- Playground Supervisors
- Prefects
- Learning Council
- Whole School Assemblies
- Eco Committee
- JRSOs
- Circle Time
- Golden Time
- Health and Well-Being Curriculum
- Transition arrangements from Nursery to P1, stage to stage and P7 to Secondary
- Positive relationships with parents and the wider community

## **Recording and Monitoring**

Children and parents are encouraged and reminded to report incidents of bullying, either as a witness or if they are directly involved, to an appropriate adult. This will initially be investigated by the class teacher but may be referred to a member of the Senior Management Team. Any incident should be referred to the Headteacher who will record and monitor the situation and take further action as required, in line with our behaviour policy, including exclusion (Midlothian, Policy Guidelines, Pupil Welfare 2.2, 3<sup>rd</sup> Revision) and the Police being contacted.

## Useful Links

<http://www.respectme.org.uk/>

<http://www.children1st.org.uk/>

<http://www.children1st.org.uk/parentline/>

<http://www.childline.org.uk/Pages/default.aspx>

<http://www.ltscotland.org.uk/learningteachingandassessment/curriculumareas/healthandwellbeing/index.asp>

<http://www.ltscotland.org.uk/supportinglearners/positivelearningenvironments/positivebehaviour/about.asp>

<http://www.sircc.strath.ac.uk/>

<http://www.youthscotland.org.uk/>

<http://www.soscn.org/>

<http://www.lgbtyouth.org.uk/home.htm>

<http://www.stonewallscotland.org.uk/scotland/>

<http://www.samh.org.uk/frontend/index.cfm?page=1>

<http://www.zerotolerance.org.uk/>

<http://enquire.org.uk/>

<http://www.enable.org.uk/>

<http://www.scottishtravellered.net/>

<http://theredcardscotland.org/>

<http://www.pinscotland.org/>

<http://www.edlaw.org.uk/>

<http://www.sccyp.org.uk/>

<http://www.childrensparliament.org.uk/>



## Our Playground



Each area has one adult to supervise during each break.



Each area has an outside play equipment box, including a football. Equipment should be returned to the boxes after every break.

Equipment should not be taken from the gym cupboard.

All children should line up at the bell.

### Football Rules

Penalties allowed

No pushing

Shoulder barging allowed

Free kicks allowed- 5 steps back

### MUGA (Multi Use Games Area) Rules

The area going for late

lunch can use the MUGA.

The first choice in the MUGA is football.

### Our Football Zones



