



We believe that positive reinforcement and rewarding appropriate behaviour is more powerful than negativity and achieves an encouraging response.

'Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment'
(Article 29 UNICEF, Goals of Education)

AIMS OF THIS POLICY

- To further develop an environment which encourages and reinforces good behaviour
- To define acceptable standards of behaviour
- To encourage consistency of responses to both positive and negative behaviour, with appropriate sanctions when necessary
- To promote self esteem, self discipline and positive relationships
- To encourage the involvement of Parents, Pupils and Staff in the implementation of this policy
- To establish clear communication systems so that all parties are fully informed and supported

SENIOR MANAGEMENT TEAM ROLE (SMT)

- Overall responsibility for maintaining positive discipline throughout the school lies with the Head Teacher. When the Head Teacher is not in school the Depute Head Teacher will be responsible.

CLASS TEACHERS' ROLE

The class teachers' example is key in developing and nurturing supportive, caring, positive and interpersonal relationships with pupils. Class teachers have a responsibility to:

- Have high expectations of all children
- Follow positive behaviour procedures to ensure a consistent and fair approach

- Identify early behaviour difficulties exhibited by pupils, seek support from colleagues, SMT and if necessary outside agencies and follow agreed procedure
- Liaise with colleagues to seek/give advice and try to establish the cause of the behaviour

Promoting positive behaviour is the responsibility of **all** members of staff.

SUPPORT STAFF

Support staff play an important role in ensuring consistency in behaviour around the school, they have a responsibility:

- To follow positive behaviour guidelines and ensure a consistent approach in school
- To promote positive behaviour throughout the school
- To inform either the class teacher or the Head Teacher, Depute Head Teacher or Principal teacher of any incident which may affect the behaviour in class

RULES

Children require clear boundaries within which to learn. Greenbrae School has a set of Ground Rules which are:

- Arrive on time in an orderly manner, properly prepared for learning
- Follow directions straight away
- Use kind words and keep hands and feet to yourself
- Listen to the person who is meant to be talking
- Take care of materials, equipment and the environment

Staff spend time establishing and agreeing our school routines and rules. Our school rules are small in number, positively stated, have clear appropriate consequences and are consistently applied and enforced.

REWARDS

Class teachers will make use of appropriate rewards to reinforce positive behaviour and the school rules, the most common reward being praise. There is a weekly gold card awarded for any pupils that have gone above and beyond in class. Systems appropriate to individual classes will be used to further maintain good standards and be consistently applied, for example:

Rewards sticker/stamp	House Points
Golden Groups	Wow Wall
Position of responsibility	Merit certificates
Star of the Week	Marbles in jar
OSCAR Awards	Gold card award
Wall charts	

CONSEQUENCES

Although rewards are central to the encouragement of good behaviour realistically there is a need for sanctions to register disapproval of unacceptable behaviour.

When applying sanctions:

- It must be clear why the sanction is being applied with reference made back to the school rules, the consequence being seen as a choice
- It must be made clear what changes in behaviour are required to avoid further punishment
- There should be a clear distinction between minor and major offences
- It should be made clear that it is the behaviour and not the child that is unacceptable
- The consequence should be appropriate to the behaviour
- It should be clear that consequences are organised in a hierarchy

Some behaviour is simply not acceptable in school. If this behaviour is displayed then the child loses the right to move through the hierarchy of consequences, is removed from class and proceeds directly to the Head Teacher, Depute Head Teacher or Principal Teacher. This may lead to a consequence such as forfeiting playtimes or lunchtimes. If this sanction is employed parents will be notified via a slip home. Pupils kept inside will be supervised by a member of the SMT.

COMMUNICATION AND PARTNERSHIP WITH PARENTS

High priority will be given to clear communication within the school and with parents. Face to face meetings and written communications through the home/school diary, our behaviour logs and official letters will be utilised depending on the nature of the behaviour and the child. Where the behaviour is causing concern it is important that all those working with the child are aware of any concerns and be in agreement of the steps being taken to modify the behaviour as a unified consistent approach will be most successful. At Greenbrae we support the early intervention of behaviours causing concern and work in partnership with parents to support individuals and families.

OUR SCHOOL RULES ARE:

- ❖ Arrive on time in an orderly manner, properly prepared for learning
- ❖ Follow directions straight away
- ❖ Use kind words and keep hands and feet to yourself
- ❖ Listen to the person who is meant to be talking
- ❖ Take care of materials, equipment and the environment

The steps below will be followed when a child is not adhering to the school rules. Each day will be a fresh start for all pupils. For any major incidents children can jump straight to Step 3.

Step 1	Teacher will give the pupil a verbal reminder.
Step 2	The teacher will place an amber card at the front of their pocket on the Traffic Light Chart or in front of the pupil on desk. This is to indicate that despite having had a verbal reminder (using Rights Respecting language) of what they should be doing the pupil is still choosing to ignore the instruction.
Step 3	The teacher, or pupil, will display the red card at the front of their pocket on the chart or on the desk in front of child. A red card (RRS) will be sent home to be signed. The class teacher will complete this with the child. Optionally the child at this stage will be removed from their teaching area and be escorted to another teaching area where they will complete their work. The child will be supervised by an adult at all times.
Step 4	If the pupil receives a second red card there will be a loss of Golden Groups and the child will be sent for a restorative meeting with SMT. This will be recorded in a behaviour log which will remain in school.
Step 5	Phone call home by class teacher or SMT and ways to help the pupil discussed.

Pupils who are regularly demonstrating low level behaviours must recognise that these are not acceptable. A pupil who reaches step two on the hierarchy of consequences for the third time in one week will receive a red card and have 10 minutes deducted from their Golden Groups time.

PLAYGROUND BEHAVIOUR

If pupils are reported to be breaking the school rules whilst lining up in the playground the classroom behaviour code will be applied.

Minor incidents reported to have occurred in the playground may result in the pupil being asked to stay beside a PSA during playtime or lunchtime.

If pupils are reported to the Head Teacher or Depute Head Teacher for more serious incidents in the playground sanctions such as forfeiting playtimes or lunchtimes may be utilised. The pupil will automatically move onto the Step 3 on the 5 step process and will get a red card (RRS) card sent home to be signed by parent/carer.