

**Behaviour**  
**DALMENY PRIMARY SCHOOL**  
**Policy Paper No. 1**  
**February 2008**

**Introduction**

We aim to promote good behaviour through developing individual growth of moral responsibility. In the past School Rules were imposed, and although followed by the majority in the school did not necessarily become a significant part of the Personal & Social development of any individual. Scotland however has its own four 'Values' (engraved on the mace in the parliament building): Compassion, Integrity, Justice and Wisdom. By taking these values as our guide we hope to enable most of our school community to bring these to the fore of their consciousness in their daily lives. Children from Nursery onwards will be shown the values through discussion and through positive example.

Where the Values are not followed by an individual, then, depending on their development and on circumstances a set of rules will be given as a contract.

Related Polices are: Health, Personal & Social Development, Religious and Moral Education, Playground Supervision, Classroom Management, Learning and Teaching and Volunteers.

Related handbooks are: Staff handbook, School Handbook, Nursery Handbook and Induction Handbook

The Values apply to the entire school community.

## **Our Values:**

**Compassion  
Integrity  
Justice  
Wisdom**

Supported if need be by

## **School Rules:**

**Act to promote safety**

**Show care for the environment**

**Respect others' needs**

**Be honest to yourself and others.**

**Show kindness**

**&**

**Be Known.**

(Don't accept your lot quietly! If you are unhappy make sure someone is aware)

Our behaviour programme encourages children to choose positive actions and staff should from time to time make phone calls, send certificates, notes or brief letters/cards to say how well a child is doing. 'Positive Behaviour' means that the pupils are recognized for their efforts and are given increasing amounts of responsibility. The key to our school behaviour programme is that all in the community are simply expected to follow the Scottish Values by choice.

## **Class Values**

Chosen and adapted from above values. Each class can discuss and re-interpret the Values, in language understood by the pupils. A Value statement such as: 'Work Quietly' would be too confining and what is required is an adaptation of: 'Justice' since by disturbing others you are not acting fairly.. A Value statement such as 'Never Speak when the teacher is speaking.' would not be possible since that contradicts the value of Justice and these values apply to all members of the school community. Staff and pupils need to think hard about how Justice can be applied in a situation where Adults are responsible for the children in their care. Teachers need pupils to work hard – and to do so would show both Wisdom and Integrity.

A teacher may simply decide that the class values are adaptations of the Scottish Values in language understood by the stage being taught.

## **Nursery Values**

These are explained to children in a manner they can understand and attention is given to children's development which may usually mean that Rules are used, with reasons given for the rule; "You don't hurt others because it is not kind. How would you feel if you were hurt?" (Following the Golden Rule) Praise and encouragement are the primary motivators here as in the main school. Challenging behaviour is dealt with firmly by saying 'No' and if necessary removing a child from the scene. Children are encouraged to choose positive actions, they are recognized for their efforts.

Parents are kept well informed about their children's behaviour. Ways forward are discussed where appropriate and praise is frequently shared. See the Nursery Handbook P14 for examples of how we support our behaviour policy.

## Management of Class Rules

Values in a P1 to P7 classroom are clearly displayed having been discussed with the pupils each new term. They should be an active daily part of class life. Values apply to everyone, adults and children.

**Positive Rewards** in the P1 to P7 Classroom can vary in specifics but should conform to the pattern below. They should be clear to the pupils and seen to be fair and frequent. Pupils should regularly be reaching at least point 3, and every pupil should sometimes be able to reach 4 & 5. Where this does not happen the child should be brought to the headteacher's attention. Teachers and supply teachers use all 5 rewards. Support Staff may also use all 5 but in consultation with the teacher.

1. Immediate verbal praise
2. Points for a class/group chart
3. Sent to another teacher and/or headteacher for praise (prearranged when possible)
4. Parents and HT told via informal means (homework jotter, phone call, playground meeting)
5. Pupils chosen as 'Dalmeny Star' and awarded certificate. Photo taken for Star Board and pupil recognised at Friday Song Practice.

**Sanctions** in the classroom should also be consistent and staff applying sanctions should be prepared to counsel pupils where necessary. Teachers and student teachers can apply sanctions 1 to 4. Support Staff should use sanctions 1, 2 then 4. Pupils should not reach point 3 except in unusual circumstances. A pupil reaching point 4 or 5 will therefore become a target for action by all relevant staff.

1. Verbal warning.
2. Remove temporarily from group but not from class.
3. Sent to another teacher via headteacher or where HT involvement is not thought likely in the future – to another teacher whose agreement has already been obtained.
4. HT involved
5. Detention (with parental approval) and/or withdrawal of privileges
6. Temporary exclusion if necessary.

Pupils who have been given a contract of rules are known to every adult in the school through the daily log. In the case of sanctions these pupils may go straight to No. 4 HT involvement. The HT will also be made aware by any and all adults in the school - on a weekly basis - of any improvement in these pupils' behaviour.

### **Punishments are rarely part of our school life**

Note that detention is usually not an option until after level 4. Detention - keeping in over break or lunch may only be used where the headteacher has been involved and where parents have agreed. It may help a pupil catch up on uncompleted work. This may include homework in special circumstances. It may be to protect that particular pupil or another. Children on detention will usually be supervised by the headteacher or Principal Teacher on her class free day. Teachers may wish to impose detention which they will supervise, but this should be with the Head's knowledge and approval.

Pupils are never sent to another part of the school where they will be unsupervised, as a punishment. Working unsupervised is a reward. Pupils should not be sent to stand elsewhere in the classroom. Staff should only raise their voices with careful thought - never in anger. Sarcasm is never to be used. No action that might demean a child is ever to be used. Work set as a punishment should be productive e.g. a letter of apology, a list of rules to be followed, notes taken on a suitable subject from a reference book, a handwriting exercise. Pupils should not be deprived of an activity such as Art, Gym, Swimming, Music, Technology or a Visit. If there might be a risk involved from a particular pupil taking part in an activity then the HT could decide with the teacher to involve a parent or extra member of staff alongside the pupil. No member of staff may physically punish a child. Physical restraint would only be used when really necessary, in the presence of another member of staff if possible and needs to be followed up by letting the Head know who will then contact the parents.

### **Joint Approach**

Parents and pupils need to be involved in developing behaviour. At Dalmeny parents usually support staff when time is taken to include them in decision making. Time is always taken to listen to pupils so that they know, as their parents know, that fair decisions will be made. We are in Loco Parentis and should act in the best interests of every child dealt with. Being in Loco Parentis we can expect pupils' obedience. However, pupils are allowed time, after an incident, should they need it, to discuss matters calmly and politely with staff, who for their part recognize that they can be wrong.

## **Break Time Behaviour**

No toy guns, knives or other offensive weapons are allowed. Any game within reason may be played providing pupils are not likely to be hurt in any way apart from normal accidental knocks and bruises and providing no group or individual feels excluded. The trim park is a gym park and may only be used as such, hence no chasing games here, no pushing or pulling, no dares. Any accident, which a reasonable parent would wish to know about, is recorded in the school accident book and this is reviewed frequently by the headteacher. The behaviour of an individual who is frequently involved in accidents or a game that frequently causes accidents would be looked at more closely.

Accidents, which may require follow up attention are reported to the HT immediately and may need to be recorded on the accident report forms available in the School Admin Office. Use of these forms is noted in the accident log. It is the responsibility of the supervisor to whom the incident is reported to record it appropriately and arrange for a note to be sent home if necessary.

Playground Values are the school Values.

### **Positive Rewards**

In the playground pupils can be rewarded with immediate verbal praise, or be given a responsible task to do. Well-behaved pupils should also be brought to their class teacher's attention. Verbal praise is continuous in Nursery; praise develops subtlety as pupils develop maturity. By P7, a 'thank you' shows pupils that good behaviour is simply expected of them. Those pupils on contracts need praise from a variety of adults to be able to be removed from the contract although eventually a contract or Observation list will 'Time Out' after a few weeks. Good behaviour, especially change of behaviour for the better should be reported to class teachers and HT.

### **Sanctions:**

1. A verbal warning (but again be prepared to listen).
2. This can be followed with temporary removal after counseling, from a part of the playground or from a group.
3. In P1 to P7 a third incident, or a serious 1st incident such as threat or physical assault, or any suspected bullying/racism/sexism (see below) should result in a radio call and a pupil being sent immediately to the headteacher with an 'Anchor'. The HT will investigate. Younger or less mature children will obviously be dealt with differently those older or more mature. If after investigation, bullying etc were found to be the case, then following counselling the incident would normally be logged and parents contacted. Where bullying/racism is clearly intended then the headteacher will also log this into the bullying/racist incidents log and take immediate appropriate action.
4. Those pupils on contracts are sent to the HT following immediately. There is no verbal warning. Contract pupils if found to be in breach of contract are given detention (providing parents support the school in this) or failing parental support pupils face close supervision and external agencies will be contacted to help prevent exclusion.

Where behaviour is serious and does not improve or where behaviour puts another child in danger of harm, then a risk assessment will be made by the HT and concerned staff and immediate action taken to lessen or remove a risk. This could mean that after consultation with parents, detention will be used or else a pupil may be temporarily removed from the school.

### **Bullying, Racism, Sexism.**

Bullying or suspected cases of bullying are treated with urgency and care. (See Health Policy), Support Staff Handbook, teaching Staff Handbook.

Every suspected case of bullying, racism or sexism should be brought to the headteacher's attention immediately it occurs. In Nursery and early years it is less likely that intentional bullying etc.' will be found, however staff should be aware of the possibility that some children in early years will demonstrate learnt bullying, sexist or racist behaviours. Where this is found families will need to be contacted.

## What is Positive Behaviour?

### **Positive behaviour from Nursery to P7.**

#### a) Children need to learn how to behave

Every child needs to feel safe and secure. Very young children can be immature, self-centred and cannot reason like adults and are still learning how to behave. As children progress through Primary School they become capable of seeing another's point of view, of reasoning and accepting rules as 'fair and right'. Every child needs to be taught how to live with others.

Adults set limits on children's behaviour in order to keep them safe and in order to protect the freedom and safety of those around them. Children need the security of limits. By mid and upper primary stages these limits are capable of being negotiated to some degree. In parallel with this we need to help children develop self-discipline, which will gradually replace the external limits we impose, with the internal control we call conscience. Adults need to "scaffold" children's attempts at being self-disciplined.

Children learn first at home. The most important lessons are learned from the family and media. The school must respect a family's views where these do not contravene Children's Rights.

#### b) Children don't all learn to behave in step.

There are no easy answers to dealing with challenging behaviour but there are some strategies that seem to help. Children don't change their behaviour overnight. It takes adult energy and commitment. Parents and School Staff might need to try several approaches before they find the way that works for the child.

#### c) How do we teach behaviour?

With a "tricky" child, we may want to focus on **one** behaviour we wish to change. Is there something that triggers the behaviour? Can you remove the trigger so there is no reason to throw a wobbly?

To change behaviour it is important to reward the good behaviour and the nearly good. In nursery or at home the reward can be praise, a hug or a smile – (At home try to avoid too many sweets.) Positive Behaviour means the adults being positive about children's efforts to become self-disciplined. As the child progresses through Primary the rewards change. Praise and a smile are still important even at P7, though at this stage rewards can include points for the group, extra responsibilities, 'Choice time (Golden Time), more frequent letters home and certificates.

It is important that the School and Home work together and get encouragement from each other. Children don't turn into responsible and moral citizens overnight and moral behaviour is a learned behaviour.

## **Management of School Behaviour**

Every member of staff should be familiar with the four Values. Staff are requested to make every effort to support the school ethos by living the Values themselves and encouraging the children to do so.

Frequent praise and drawing attention to the values will go a long way to keeping these alive in the children's consciousness. In addition the Personal & Social Development Policy will outline specific ways to help children learn good behaviour – which eventually translates into good citizenship.

Those members of staff who may frequently find themselves out of class or who do not have specific class responsibility, (Headteacher, School Administrator, Business Manager, Specialists, Service Support Officer, Support Staff.) all have a responsibility to use their fleeting contacts with pupils of any age, to promote the school ethos. This can range from a simple 'Thank you' to giving a sticker, to reporting good behaviour to a teacher. Class teachers alone aren't expected to give pupils points to help them off a contract, instead, every other adult in the school has that responsibility. The pupil on a contract or observation list has to prove their behaviour outside the classroom! (If they don't behave in the classroom they are removed from that setting)

The headteacher has particular responsibility to take time to support staff in keeping the Ethos alive. He/She can do this through assemblies, through contacts with pupils, by meeting with staff regularly to hear and act on their views where appropriate, by funding appropriate resources and generally by setting an example. No policies will work unless staff agree that they are worthwhile. Of all policies that help build a school ethos, 'Behaviour', 'Health' and 'Balance of Curriculum' are the foundation stones. Aspects of these policies that may need adjustment should therefore be raised regularly at staff meetings until consensus is reached.

### Positive behaviour - a Glossary

- **Love:** Children need to feel loved, respected and cared for. Show them you care – smile!
- **Consistency:** Limits which are agreed by adults must be known and understood by the child
- **Calm:** Adults need to stay calm and in control. Don't give the children an exciting show of anger.
- **Clarity:** Be clear about what you want, remembering to be positive
- **Avoid Trouble:** Try to make it easy for the child to be "good"
- **Boost the best:** Reward the good and nearly good behaviour that you want
- **Don't take the bait!** There may be an occasion when it is more successful not to see or hear e.g. swearing
- **Be clever:** When you see trouble brewing head it off.
- **Reasonable expectations:** Young children are not adults. Listen to them. A cuddle (nursery) or comment might be enough to defuse trouble.
- **Sense of humour:** This is for your sanity, but always laugh **with**, never **at** a child
- **Explain:** Tell children why you don't like the behaviour and suggest something they can do that is acceptable. Don't forget to give the praise when they get it right.
- **Target:** The behaviour not the child. "I don't like what you did!" not... "I don't like you."
- **Time Out:** a) When the situation is very stressful children are too upset to be able to listen to reason. It is time to remove the child, calmly and quietly, from the situation and have two minutes to calm down. This is not a punishment. B) When as a class teacher you haven't time to hear all sides, give the children time out, but do get back later and find the cause.
- **Work together:** 'Come on, I'll help you to do this'
- **Give choices:** You make the decisions about what your child can choose from, so really it is you who is making the choice. (Make them an offer they can't refuse!)
- **Non-Authoritarian.** As the pupils develop through the school we want them to take responsibility for their own behaviour. By 10 some pupils are already undergoing hormonal changes, which may make them, reject some authority. Our school approach is non-authoritarian and should cope with this. Firm, fair and kind but also be ready to listen and try to understand.
- **Bites, hits and kicks: (Nursery and occasionally P1 or some older pupils with special behavioural difficulties)** Find an alternative. "If you want to kick, you can, you can kick this box or this wall, but you can't kick me because it hurts me" As children mature explain the consequences, (This usually works once the child is 4 or more) If you do this... then this will be the consequence.
- **Modesty.** As staff we are older and more experienced, but bear in mind our hope that pupils grow to be wiser than their teachers. We don't have all the answers. Let children know that.
- **Staff never shout or make threats.**

Shouting just makes things louder, more exciting, perhaps more terrifying and more tense.

Children quickly understand the "all talk and no action" technique.

Shouting and threatening are ways in which adults relieve their stress but professionals don't relieve their stress on the job. Children, of all ages, need firm boundaries set by adults. As they grow up, children will continue to test these limits to know that they are firm. The boundaries will change and adapt as children grow older and learn to be self-disciplined.

Remember – You were young once!

## Dalmeny Nursery Class values

We have some simple statements to help to keep the children safe and healthy at the Nursery Class.

For Children, Staff & Visitors

- **Act to promote safety**

**E.g. children are reminded**

1. Please talk quietly in the classrooms.
2. Please walk inside the building.
3. Wash hands before eating or cooking and after going to the toilet.
4. Handle tools with care
5. Only go outside when a member of staff present.
- 6.

- **Show care for the environment**

**E.g. children are reminded**

1. Tidy away your things when you have finished.
2. Look after living things
- 3.

- **Be Polite**

**E.g. children are reminded**

1. Take turns
2. Sit down when eating
- 3.

- **Be Honest to yourself and others**

**E.g. children are reminded**

If you do something that you've been told is wrong, then say so.

- **Be Kind**

**E.g. children are reminded**

1. Share a toy or game.
2. Comfort someone who is upset.

- **Be Known**

**E.g. children are reminded**

If you are upset, let someone know.

**These statements should help young children begin to understand and live the four Scottish Values: Compassion, Integrity, Justice and Wisdom.**

## Dalmeny Primary School Behaviour Policy March 2008 Summary Sheet and Permission Form

The full policy is available from the school website [www.dalmeny.uk.org](http://www.dalmeny.uk.org) or a copy can be requested from the school itself. The School Board has seen this policy and any suggested changes will be taken to the School Board in the first instance. At Dalmeny we promote good behaviour through individuals taking responsibility and following the four Scottish Values: **Compassion, Integrity, Justice and Wisdom**. Children are supported if need be by a contract which gives them school rules. Pupil behaviour at Dalmeny is generally very good indeed and Staff appreciate that this is in part due to the excellent relationship we try to maintain with parents. This summary of our policy is intended to help keep parents fully informed and 'on side'.

Both praise and sanctions are used in the school, though we aim to use much more of the former!

**Praise for class and playground behaviour** includes: verbal praise, stickers (badges) being sent to another class and or headteacher to show good work, parents being phoned or shown good work, pupils chosen as 'Star of the week' and pupils chosen for responsible tasks. Head-Teachers' High Tea (for chosen pupils each term), Postcards sent from the HT to pupils and their families, Whole Class awards, The 'Tidy Cup' (a weekly award for one class) and many End of Session prizes.

**Sanctions for class and playground** include: A verbal warning, removal temporarily from a group, being sent to another teacher (via the headteacher), meeting with the headteacher, stricter observation by teachers/supervisors, Contract, detention and/or withdrawal of privileges, temporary exclusion (with Authority involvement) Full exclusion (Authority)

A '**Contract**' is a written agreement by the child, supported by his/her parents, to follow a set of rules and is used as a means of helping a child improve behaviour. It lasts for at most three weeks, gives a clear set of rules and, whilst the child is on the contract every member of staff but especially Support Staff and all visiting specialists are asked to make positive efforts to give praise for improved behaviour. Ten notes of praise removes the contract before the three week period is up. *If a child is on a contract and still shows unwillingness to follow rules then detention is given where felt necessary and with your permission*. Privileges may also be withdrawn (These are usually responsible tasks around the school, but a child might be withdrawn from a class trip if their behaviour was thought to put other pupils at risk.)

We are asking that you sign and return the attached slip giving permission for us to follow the Dalmeny Behaviour Policy with your child:

**Please bear in mind:**

- We try very hard to avoid sanctions, encouraging pupils to act responsibly.
- We try to avoid detention! If a pupil has hurt another (verbally, physically, emotionally) whilst already on a contract then we generally would still wish to have the pupil take part in playtimes/trips, but we also need to protect other children. To allow this we would place the offending child under closer supervision, possibly restricting them to defined areas of the playground or field where the supervisors can quickly attract their attention. We may impose a short 'cooling off' period for some playground or classroom incidents. We do ask parents to allow us to impose after school detention in severe cases. (Parents are given information and permission is requested for detention on the day)
- We keep you informed! If your child has been involved in an incident we let you know and we ask for your support if your child does need a temporary contract of behaviour. You are always welcome to talk to us about the incident. Without parental support there can be no real progress.
- If ever any parent felt unable to sign the attached slip then initially we would ask them to talk to us – it might be a communication problem, but finally they would need to be prepared to take the responsibility for their child's actions.
- Younger pupils are treated very differently from older pupils. E.g. a P2 pushing another child over would usually receive a talking to... a P7 doing the same – a warning at least!

.....  
To be returned to the school a.s.a.p.

Dalmeny Primary School March 2008

I / We (Parents/Guardians) agree to Dalmeny Primary School's use of praise (and sanctions if necessary) for our child (children) as outlined above. We understand that we will be kept fully informed in the case of any serious incident.

Signature(s)

Name

Name of child(ren)

Date