**Promoting Positive Behaviour at Balhousie Primary School**

***Our children are very well behaved at Balhousie Primary****.* Staff are frequently commended for the great way the children conduct themselves out of school at public events, as well as by visitors who come to our school to support the many learning experiences we offer. As a staff, we are also realistic about playground and class behaviour. Minor incidents do occur, as they do in all schools. We do however aim to reduce these small concerns and also build in our children the ability to cope and manage such minor issues. This is all part of learning and growing and is part of our Health and Wellbeing programme. One aspect of our programme to help children manage challenging situations in life includes Bounce Back - to develop resilience. When incidents do occur, we use a restorative approach to help the children understand the hurt they may have caused others and then to put things right.

In reality, we have less than 4% of children who show persistent, challenging behaviour. I can assure you that we want the best for every child at Balhousie and by reducing any misbehaviour, then all children have the greatest opportunity to learn and achieve well in school. I also want to reassure you that the vast majority of our children will only ever need the lowest levels of behaviour consequences. I hope that the steps below will give confidence to children whose behaviour is great all the time, while giving a clear message that wrong behaviour will be dealt with in a clear and measured way.

During the recent school in-service, we reviewed the behaviour policy and noted the following points:

* + - 1. **Good to Be Green** is working effectively in most classes. Class teachers are encouraged to adapt consequences to suit the age group of their classes e.g. P. 7 may miss going to Bell’s Sports Centre for a week; P. 1 may miss a free time of play.
      2. All staff are to ensure that children will be given **2 warnings for minor misbehaviour** before being put onto Amber (and similarly for Red). If the behaviour is very serious e.g. hitting another person, then the child may go straight to Red.

3. A whistle may be used by playground staff when they see improper behaviour. It is a quick response and may stop matters getting any worse. Playground staff should use the visual **Amber and Red** warning cards when they are concerned about misbehaviour.

4. a) When a teacher judges that behaviour is unreasonable, they may use the following consequences in addition to the use of “Good to Be Green”: a pupil may be **taught by another teacher in another class**, **opportunities may be removed** for a period of time e.g. P.E. or drama, a **behaviour slip** will be completed by the teacher- sent home and added to the **PPR**, an **apology** is expected at a reasonable time following an incident, a class jotter (or similar) should be used to keep a **note of inappropriate behaviour.** This should be dated and signed by the pupil. In the most serious cases, the child may be sent straight to the Head Teacher or in his absence, to the Principal Teacher. In all situations, a member of staff will work with the child to restore relationships and to help the child to understand how misbehaviour hurts others in the school.

b) As a staff, we are to complete CPD training on elements of CALM training (de-escalation techniques). Mr. Buchan will develop the Rights Respecting Schools programme. HT has already emphasised the vital role of support staff/playground staff at a whole school assembly. A concerted effort is to be made to give support to playground staff. Playground staff will be given **pre-printed behaviour slips**. When required, they will write in the offence and it will be taken by pupil to Class Teacher for countersigning. These slips will go home. Playground staff will give children the opportunity to take **“Time Out”** before proceeding with the consequences. If children do not do as requested by playground staff, this will be discussed with the class teachers and a judgement can be made regarding further action.

5. **If a child is sent to the Head Teacher** because of inappropriate behaviour, then children and parents will be made aware of the seriousness of this step. All pupils, staff and parents should be fully aware of the following steps:

* **Visit 1:** HT sends letter home explaining reason and outcome of child’s visit to HT
* **Visit 2:** HT sends home further letter explaining that next step will be an invitation for parent to discuss the matter in school.
* **Visit 3:** HT sends home letter and sets appointment for parents to come to school next day. Sanctions will be agreed between school and parents.
* If child’s behaviour does not improve, then parents will be informed that their child is being placed on **a part time timetable**. e.g 10:00 – 14:00. Work will be sent home for completion each day. The part time timetable can continue or time at school can be reduced until behaviour is improved. Parents will be asked to **meet with HT weekly** to review the agreement.
* If no improvement, then discussions will begin regarding the child completing work in a **location away from their peers**.
* If still no improvement, then **exclusion** procedures will begin.

At times, it may be appropriate to accelerate or skip some steps, particularly when safety and welfare of others is at stake.

I have consulted with all staff and with the pupils and with the Parent Council before sending out this information. This new process will begin on Monday 23rd March 2015.

Many thanks in anticipation of your support for this new system.

Yours sincerely,

Peter D. Ferguson

Head Teacher, Balhousie Primary School

March 17th 2015