

# Lenzie Meadow Primary and Nursery Positive Behaviour Policy



The following articles from the UN Convention of Children’s Rights were agreed with the Pupil Council and taken to the whole school in January 2017.	
Article 12	You have the right to give your opinion, and for adults to listen and take it seriously
Article 24	You have the right to the best health care possible, safe water to drink, nutritious food, clean and safe environment, and information to help you stay well.
Article 28	You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.
Article 29	Your education should help you use and develop your talents and abilities. It should also help you to learn to live peacefully, protect the environment and respect others.

Policy written: June 2017

Review date: August 2020

## **Purpose**

Within a framework of Children's Rights and Responsibilities, we aspire to provide and promote an effective framework that promotes positive relationships and behaviours for all, within an inclusive and supportive environment, leading to a culture of positive learning with shared values.

## **School Aims**

At Lenzie Meadow Primary School we aim to:

1. enable individuals to achieve their full potential, academically and socially
2. foster a spirit of independence
3. promote positive attitudes in our school community with an emphasis on respect for oneself and others
4. ensure equality of opportunity for all within an inclusive environment
5. to develop a sense of caring, trust and honesty in all learners

Our school vision, values and aims reflect the roles and responsibilities of everyone in Lenzie Meadow and as such we must work in partnership to ensure they are adhered to.

## **SCHOOL CHARTER**

To be kind

To be safe

To be responsible

## **ROLES AND RESPONSIBILITIES**

### **Teacher's Role**

Through **effective teaching and learning** and a proactive approach to positive behaviour, teachers should promote a safe and welcoming learning environment where all children and staff are:

- shown how to respect and care for themselves and others
- motivated to develop a sense of social responsibility and a sense of belonging to the school and community

The teacher is the main influence in creating a positive environment in class by:-

- clearly explaining, teaching and using the agreed Rights and Responsibilities with the children
- establishing a discipline system based on the issuing of charter cards
- setting high but achievable standards for children's work and behaviour
- sharing learning intentions and success criteria prior to teaching
- encouraging active participation and responsibility for learning, including opportunities for self-evaluation
- offering a balance of appropriate learning experiences for all
- positively reinforcing good work/effort/behaviour

Teachers are responsible for discipline within their own classroom and for ensuring that all staff working with their class are aware of individual strategies being used, so that everyone is treated fairly and with respect. In the case of recurring or serious indiscipline the teacher will discuss the matter with the Senior Management Team.

Discipline outwith the classroom is the responsibility of all members of staff.

### **Specialist Teachers**

Specialist Teachers should also use charter cards in line with the whole school system.

### **Parents**

The discipline procedure includes parents. We have shared responsibility. The welfare of the children is our primary consideration. If parents have concerns regarding discipline (or any information they wish to share regarding home circumstances that may influence their child) they should feel comfortable in discussing this with the teacher, or member of the Management team with pastoral responsibility for their child's stage.

Children should be encouraged by parents to come to school with a willingness to co-operate with others and accept responsibility for their own behaviour. Parents should ensure that their children know the standard of behaviour expected of him/her in school and understand the consequences of not acting responsibly.

### **Pupils**

Pupils should understand the School Charter and Our Rights and Responsibilities and work together to make Lenzie Meadow Primary School a happy and secure place to work. Pupils should understand the standard of behaviour expected of him/her and the consequences of not fulfilling their responsibilities. Our School Charter will be displayed in each class and around the school.

## **POSITIVE BEHAVIOUR STRATEGIES**

### **Class Dojo**

Class Dojo is used by teachers to reward good behaviour by allocating Dojo points. Each pupil has their own online Dojo Monster that can be accessed by them, once parents have joined. Points can be tallied up on a daily or weekly basis. Pupils can also be allocated "Needs to work on" feedback through the Dojo system.

Class Dojo can also be used to share class news and information with invited parents and pupils can share their own "Stories" with their parents. Class Dojo also features short video clips which can be used to reinforce targets being worked on in class and promote concepts such as Growth Mindset.

Class teachers can communicate with Parents through the Dojo app by sending private messages which are accessed when Parents have signed up. However, Class teachers should have the message notification switched off out with working hours.

Further information can be found at [www.classdojo.com](http://www.classdojo.com)

### **Charter Cards and House Points**

Charter Cards are issued by teachers / support staff when children are noted for following the School Charter during class or in the playground. A Charter Card is given to the child and the class teacher logs this in the Charter Card grid which will be kept in a section of their Learning and Teaching folder. The teacher will give the child a house point card and this is then put in the Charter Checkpoint display in the corridor. The House Captains count the house points on a Friday and display the total on the House board in the hall. Children are welcome to take the Charter Card home to parents.

Continuous good behaviour is recognised with certificates at assemblies.

**Red Tickets and deduction of House Points** are issued by teachers / support staff if, after a warning, children still persist in behaving irresponsibly or immediately if they are involved in one of the following unacceptable actions:

- Using a mobile phone in school
- Swearing and/or making rude signs towards other pupils and staff
- Vandalising property, e.g., writing on walls, desks etc
- Stealing
- Threatening behaviour towards another
- Fighting

Sanctions will increase in nature to help teach children good work and/or social habits. Working with parents and the child is paramount to ensuring success in this area. Red cards are documented in the discipline record which will also be kept in the class Learning and Teaching folder.

### **House System**

Children are allocated to one of four Houses on arrival to Primary 1. (Campsie, Cawder, Kelvin, Lennox)

If the child has an older sibling they will be allocated to the same house.

**House/Vice Captains** are selected from P7 through a house voting process and they are responsible for encouraging good behaviour, for leading and helping at House Huddles during a Committee Week, Sports Day and House Afternoons, for collating house points and for assisting at upper school assemblies.

**House Huddles**- once every three weeks representatives from each house will meet with a member of the senior management team to discuss house activities and school developments.

Campsie – Mr Bremner

Cawder – Mrs Gordon

Kelvin – Mrs Donnelly

Lennox – Mrs Gardiner

### **SCHOOL WORK**

#### **Unfinished Classwork**

If a child has had sufficient time to complete his/her tasks in school (and has understood/is capable of what has been asked) but has not completed his/her task then this work may be sent home to be completed. This is not a punishment, rather a way to ensure the child does not fall behind in class. A proforma should be sent home to parents explaining this.

#### **Homework not completed**

If a child repeatedly fails to complete his/her homework a proforma should be sent home asking for parental support. If the situation persists Senior Management should be informed.

Children should **not be kept in at intervals** to complete tasks unless this has previously been agreed by members of the management team and supervision has been organised.

#### **Being Prepared for school**

If a child continually forgets equipment required for school e.g. PE Kit, a proforma should be sent home asking for parental support. If the situation persists senior management should be informed.

### **BULLYING**

**Also refer to East Dunbartonshire Council's Anti Bullying Policy 2015 and Lenzie Meadow Anti Bullying Policy 2017.**

A successful Anti Bullying policy needs the support of the whole school community- pupils, all school staff and parents. As a school, we are committed to developing effective anti-bullying strategies and strive to give the clear signal that bullying will not be tolerated.

What do we mean by Bullying?

- Bullying is both behaviour and impact (behaviour that impacts on a person's capacity to feel in control of themselves)
- Bullying makes people feel hurt, frightened and left out
- This behavior happens face to face and online

### Raising Awareness

In our Health and Wellbeing programme for each stage we raise awareness of bullying and give the clear message that it will not be tolerated. (Each session there will be an assembly which focuses on bullying. Teachers will then follow this with classroom discussions/activities promoting the school policy.)

We encourage the reporting of bullying not only by the victim but also by others in the school.

### Action to be taken by staff

The member of staff to whom the incident is first reported, or who has witnessed the incident, should take the incident seriously. They must use their professional judgement in deciding upon appropriate action based on the impact of the bullying behaviour on the child or young person.

The child or young person who has **experienced bullying behaviour** will receive appropriate support and protection.

When a child or young person has **displayed bullying behaviour**, a member of the management team should, based on their professional judgement, endeavour to manage the resolution of the bullying incident within the school. Parents should be involved when their active support is needed to implement a resolution of the bullying incident.

Consideration should be given to the sanctions and support given to the young person displaying bullying behaviour to ensure that interventions are intended to improve behaviour.

Such approaches might include:

- positive behaviour strategies with an appropriate member of staff, as agreed;
- restorative approaches;
- solution orientated approaches;
- involvement of educational psychologists and campus police.

Parents, pupils and staff have a collective responsibility to ensure each child is given the opportunity to work in a secure environment where full advantage of learning opportunities can take place.

School incident reporting procedure are completed to record all complaints/concerns/incidents (appendix 9) and agreed procedures followed. This information is then input into Pastoral Notes on the computer.

# Charter Cards

Kind – 1

Safe – 2

Responsible - 3

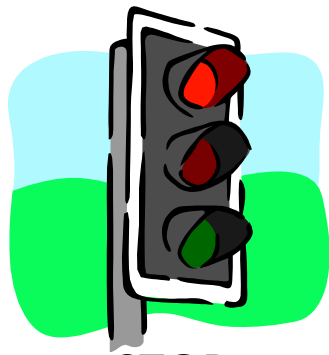
Name	Date and reason					S E N D  T O  S M T  ☺	Date and reason					S E N D  T O  S M T  ☺	

# DISCIPLINE RECORD     **P1-7**

Name of Pupil \_\_\_\_\_

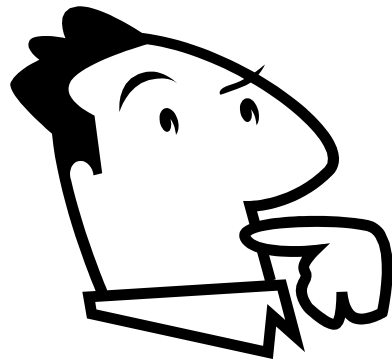
Class \_\_\_\_\_

STEP	DATE	CHARTER	INCIDENT	REPORTED BY	ACTION TAKEN	SMT feedback
1					Logged	
2					Logged <b>Stop and Think Sheet issued</b> (NB. If not returned stay in 1 break to complete)	
3					CT contacts parent by telephone <b>Punishment Exercise issued</b> (NB. If not returned stay in 1 break to complete)	
4					CT contact parents by letter. <b>Detention for 1 break.</b>	
5					CT contacts parents to discuss implementation of Target sheet strategies. <b>Detention for 2 breaks. Target sheet implemented</b>	
6					SMT contact parents & arrange meeting to discuss child's behaviour with CT. Child will be present. <b>Detention for 3 breaks</b>	
7					Logged Sent to SMT for time out immediately.	



**STOP**

**AND**



**THINK**

(P1-3)

Finish the sentences on your own or with an adult

**I need to stop** \_\_\_\_\_

**I need to stop this because**

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My name \_\_\_\_\_

Class Teacher's Signature \_\_\_\_\_

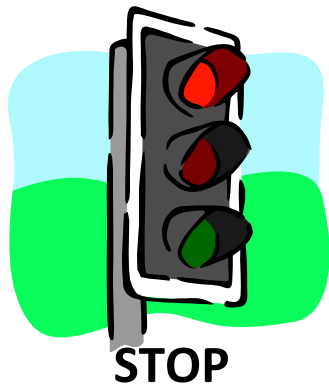
Parent/carer signature \_\_\_\_\_

Note to Parents

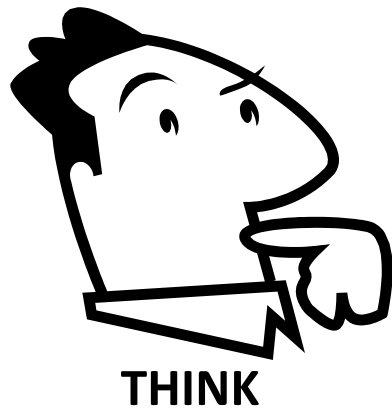
Your child has received this 'Stop and Think' Sheet because they have been entered into the discipline log at step 2. There are six steps in our log as follows:

1. Class Teacher logs behaviour causing concern
2. Stop and Think Sheet is sent home (if this is not returned child stays in at one break to complete)
3. Class Teacher will phone parents and child will be asked to complete an appropriate task e.g. letter of apology (if this is not returned child stays in at one break to complete)
4. Class Teacher writes to parents and child is kept in for one break.
5. Class Teacher meets with parents and child to discuss implementation of target sheet. Child is kept in for two breaks.
6. SMT contact parents and arrange to meet with child and teacher to discuss next steps.





AND



(P4-7)

Use the lines below to answer these questions in sentences.

**What do I need to stop doing?**

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**Why do I need to stop doing it?**

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**What will I do instead to show I am a responsible citizen?**

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My signature \_\_\_\_\_

Class Teacher's Signature \_\_\_\_\_

Parent/carer signature \_\_\_\_\_

Note to Parents

Your child has received this 'Stop and Think' Sheet because they have been entered into the discipline log at step 2. There are six steps in our log as follows:

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6. SMT contact parents and arrange to meet with child and teacher to discuss next steps.

## Unfinished Classwork

Name \_\_\_\_\_

Class \_\_\_\_\_

Dear Parent

Your child has been given the appropriate support and time within class to complete his/her work and unfortunately now needs to complete the work at home.

Can you please ensure that this is completed and returned by \_\_\_\_\_

Class Teacher

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NOTES TO PARENTS REGARDING WORK TO BE COMPLETED

## **Uncompleted homework**

Name \_\_\_\_\_

Class \_\_\_\_\_

Dear Parent

Your child has been given the appropriate time to complete allocated homework and has not done so. I must inform you that this work is part of the ongoing learning within the group/class and if not completed may result in your child having to move into a group where they will not be behind in the work.

Can you please ensure that the enclosed is completed and returned by \_\_\_\_\_.

Class Teacher

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NOTES TO PARENTS REGARDING WORK TO BE COMPLETED

## Forgetting Equipment

Name \_\_\_\_\_

Class \_\_\_\_\_

Dear Parent

Your child has been forgetting essential equipment that is needed for school. I must inform you that this can mean they are unable to participate in lessons and may result in your child falling behind in their education.

Can you please ensure that ....

Class Teacher

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NOTES TO PARENTS REGARDING FORGOTTEN EQUIPMENT



*Lenzie Meadow Primary School*  
**CONFIDENTIAL - INCIDENT REPORTING FORM**



Referred by:

Date:

Time:

Where:

Name of child(ren) involved	Class	Teacher

**Details of Incident – short and factual information only**

**Action Taken**

**SMT comments and Action (if required)**

SMT Signature \_\_\_\_\_

Date \_\_\_\_\_

