



Behaviour Policy





Introduction

The purpose of this document is to make sure that staff, children and parents have a shared understanding of the standards of behaviour expected at Tarland School and to maintain our happy and caring ethos. This document also sets out school rules and our rewards and sanctions systems.

We are very fortunate at Tarland Primary and Nursery School that discipline and behaviour is of a high standard.

As a partnership with pupils and parents, we work together to develop a caring, considerate environment in which all children are entitled to learn effectively.

As self-discipline is at the heart of effective learning, pupils at Tarland Primary and Nursery School are encouraged to be responsible for their own behaviour and actions. The school has adopted a restorative approach to behaviour management in line with Aberdeenshire recommendations.

The responsibility for pupils' pastoral care and behaviour lies mainly with the class teacher working in partnership with all staff in the school.

The Pupil Support Assistants' (PSA) role in the playground is to support positive play. If there is a serious incident, a PSA will always refer to teaching staff and be supported by them.

Parents are actively encouraged to work in partnership with the school to uphold positive behaviour. Parents are asked to support decisions made by the school which might concern their child's behaviour.

It is also important that the adults within the school community, staff and parents, set a good example for our children and treat each other with courtesy and respect.



School Rules and Expectations

Revised regularly by staff, pupils and parents and displayed in school.

TARLAND SCHOOL EXPECTATIONS

Respect yourself and others

Follow instructions

Keep Safe

Be kind and gentle

Do your best!

Revised by the Pupil Council May 2015

Good behaviour is an expectation and is recognised in school. Every class runs a positive reward system that is used in conjunction with the School's House Point System.

Classroom and House Points

- There are 3 Houses in Tarland School – Davan, Kinord and Muirton
- Classroom and House Points are awarded for good work, good behaviour, following the 'School Expectations', acts of kindness, and personal achievements.
- All Staff are able to award House Points where they feel it appropriate.
- Any child who gains 5 classroom points will have this exchanged for a House Point.
- House points are also awarded for sports events and quizzes, and are added up at the end of term 4 to determine which house will hold the Millennium Shield for that year.
- Points are awarded to a house for sports day, potted sports, quiz and house points as follows: 1st - 3 points, 2nd – 2 points, 3rd – 1 point. In the event of a tie, house, the house with the most house points wins.



P7 PUPILS

P7 pupils act as 'buddies' to the new intake of pupils and therefore are expected to lead by example. This is a great responsibility and the children are supported in their role.

Consequences of Negative Behaviour Which Support Positive Outcomes for All.

1. Verbal reminder and reinforcement of social rules and norms e.g. only one person speaking at a time, no put downs, look at the person who is talking, challenge ideas not people, use boost ups and positive language.

Adult judgement and professional decision making will decide the next steps within class. The lack of next steps is deliberate at this stage as it is important to recognise the professionalism of individuals and their knowledge of each child in their class. They may have a time out zone in the class or other low level behaviour management systems. No one system ever lasts, so teachers can be flexible with this so long as they are consistent.

2. The next step is to ask the child to come out of the room so that a private discussion can take place to reinforce the expectations of the school for learning to take place. This conversation could possibly take place in the classroom but it should be done in a way that it is private and avoids any humiliation on behalf of the child. The result of this conversation has to be an agreement by the child that they understand and are willing to meet the behaviour expectations of the school and class, and that they are coming back into the class to learn and to allow others to learn.
3. If a child:
 - Physically harms another person in any way.
 - Uses language that is not acceptable in school.
 - Damages property deliberately.

They will be asked to leave the class so that they can calm down and a discussion can take place out of the public eye. If it is felt that the child is in any danger, then another member of staff will be called to support the class, or the class will be evacuated to another space, where they can be supervised.

If a pupil persists with low level disruption in class, he/she will be given a 'time out' during break time or lunch time. This will only last 5 minutes at a time. If they have 3 'time outs' their parent will be notified and may be called up to the school.



Tarland School & Nursery Behaviour Policy

We recognise that many instances of unacceptable behaviour occur because a child's anxiety at not coping with social interaction or learning, develops into anger and frustration, which they are often not in control of.

Before any discussion can take place, a child who is anxious may require as long as up to two hours to calm down internally, even though they may appear calm on the surface. Thankfully, this is quite rare, but the school will enable this to happen, and during this time a safe place (quiet room) will be used so that the child is not in class. The parent of the child affected by the incident will also be contacted on the day it happens, and may be asked to come up to the school. The incident will always be followed up the next day.

Children will be supported to positively manage situations where they may be frustrated or angry so that others are not affected. They will be helped to understand that it is OK to be angry or frustrated, but it is **never** OK to hurt yourself, other people or property in any way.

The school will also get the support of external agencies such as Educational Psychologist, School Doctor, Child and Family Mental Health, or Social Worker to take into account all environmental, social, medical and personal factors when supporting pupils.

In some circumstances an incident may be so serious as to warrant exclusion either on a fixed term or permanent basis. This will only be carried out if the school has tried all avenues in order to ascertain any underlying reasons for the incident.

The Head Teacher has the authority to sanction this course of action. If this is the case then policy and procedures as laid down in 'Guide to Exclusion' Aberdeenshire Council 1996 should be followed. Particular attention should be given to 'Aberdeenshire Council Policy on School Discipline and the use of Exclusion' issued in 2000. This also details the process for appealing against exclusion.

The value of the overall approach to and the benefits from the implementation of this policy will be fully reviewed regularly. Consultation on this policy as draft was with Tarland Primary School Parent Association, the Pupil Council and Tarland Primary and Nursery School staff.

