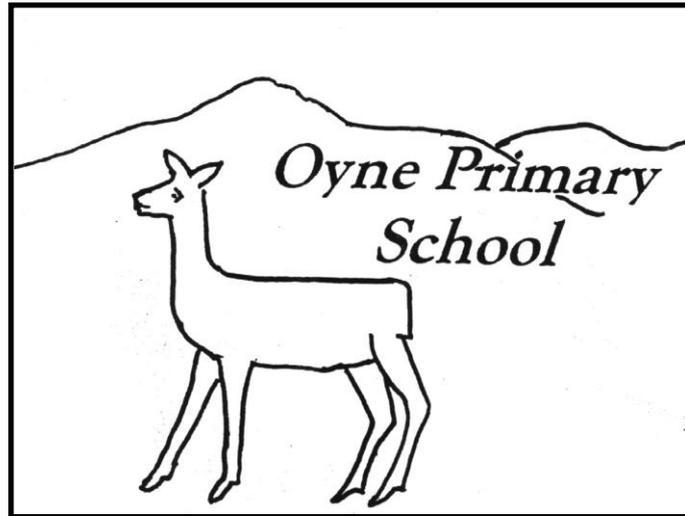


Behaviour Policy



January 2015
Reviewed

Positive Learning Behaviour at Oyne School

'Good relationships and positive behaviour across whole school communities are fundamental to the successful delivery of Curriculum for Excellence'

At Oyne School We Value

**Fairness
Kindness
Respect
Tolerance
Achievement
Happiness
Being included
Being listened to**

Oyne School aims to create a positive ethos and climate of respect and trust based upon our shared values. We provide a curriculum that develops pupils' capacities to become Successful learners, Confident individuals, Responsible citizens and Effective contributors, and develops opportunities for pupils to achieve success at learning across the curriculum and beyond the classroom.

Our Vision

Our vision for Oyne School is for happy achieving children to be supported to do their very best learning within a caring school and community.

Aims

*We all have the right to share a safe environment in which to flourish.
We all have the right to enjoy a healthy lifestyle.
We all have the right to learn and develop to the best of our ability.
We all have the right to feel secure and that our skills are encouraged and developed.
We all have the right to learn and achieve through a wide range of experiences both in and out of school.
We all have the right to be involved in the life of the school and can take responsibility for own part in the learning that takes place here.
We all have the right for our opinions and unique qualities to be respected and developed to be the best they can be.
We all have the right to have a voice in the development of learning and the life of the school.*

Role of the Pupil

We expect our pupils to follow the Golden Rules/School Charter and uphold the Values of Oyne School.

- Do be gentle
- Do be kind and helpful
- Do be honest
- Do work hard
- Do look after property
- Do listen

School Charter – to follow

Being developed by Pupil Council

Role of Parents/Carers

- To reinforce school values at home and in school.
- Discuss positive and negative choices with pupils.
- Meet with Class Teachers or Head Teacher with any concerns about behaviour.
- Support school staff as necessary ie by talking to their children, or completing a Home School diary.

Role of Class Teachers and Support Staff

- To promote open, supportive relationships where children and young people will feel that they are listened to.
- To promote a climate in which children feel safe and secure.
- Modelling behaviour which promotes effective learning and wellbeing within the school community.
- Being sensitive and responsive to each child's wellbeing.
- To support pupils to follow Golden Rules/Class Charters and uphold school values.
- To reward good choices or good behaviour through individual class systems
- To share good choices or good behaviour with parents/carers through a 'white slip' home
- To share good choices or good behaviour with whole school through Golden Brick which is celebrated at assembly
- To record White slips/Golden bricks for behaviour monitoring.
- To check that learning and teaching is appropriate for pupil needs.
- To talk to parents with concerns with a positive solution focussed approach.
- To talk to the Head Teacher with concerns

Role of Head Teacher

- To support pupils to follow Golden Rules and uphold school values.
- To share Golden Bricks with whole school at assembly
- To share pupil wider achievements with whole school and community.
- To meet with parents with concerns over repeated patterns of negative choices.
- To work with pupils, parents and other agencies to address issues creating barriers to learning.

Positive School Ethos

- One off events for example a film afternoon.
- Recognition in the school newsletter.
- Being sent to Head Teacher for doing a good job.
- Informal chat with parent at the end of the day.

Quality Audience

All staff use the Quality Audience/Line procedure.

Counting down

- 5 - Quality Audience
- 4 - Nothing in your hands/stand in line/sit smartly
- 3 - Listen and look at the adult speaking
- 2 - No talking or noise
- 1 - ready for listening

Behaviour Framework Stages

For almost all children at Oyne School the behaviour rewards and sanctions at **stages 1 – 3** (see Appendix A) work well and are successful at promoting a positive learning environment for all. However for any pupils who are regularly at Stage 3 in the framework there are further procedures and strategies at Stage 4 within school and Stage 5 through the Aberdeenshire Council Exclusion procedures.

Stage 4 (in no particular order)

- Losing playtime with their friends (with individual playtimes at different time).
- Working at individual table or in separate class area.
- Home School diary – with pupil and parent comments.
- Individual behaviour charts with rewards.
- Regular emails/phone calls with parents.
- Working on individual behaviour targets.
- Earning Quality Time rather than losing it.
- Consultation with Educational Psychologist.
- Referral to Intervention and Prevention teacher (who does specific social, emotional or behaviour work with pupil).
- Withdrawal from representing the school at clubs or events.

Stage 5

Exclusion procedures as per Aberdeenshire Policy

<https://www.aberdeenshire.gov.uk/about/departments/GuidelinesForExclusion.pdf>

In the Dining Hall and Playground

Pupils are expected to follow the same values and rules in the Dining Hall and Playground as in the rest of the school. However there are some extra rewards/sanctions in place too.

Dining Hall Additional Rewards

- Dining Hall marbles in a jar – 25 marbles earns extra playtime
- Golden Mat on Fridays – pupils get first in queue and get out to play first and earn 'white slip'
- Getting to sit next to friend of choice on Wednesdays

Dining Hall Additional Sanctions

- Going to the back of the servery line.
- Moving seat away from friends
- Losing an amount (ie 5 mins) playtime.
- Eating in classroom on own.

Representing the School

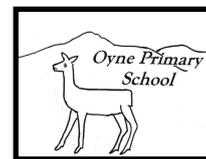
Each pupil that attends any out of school club signs the Oyne School Code of Conduct at the beginning of the year. This is attached as Appendix B

Do you have any comments regarding the Oyne Behaviour Policy?



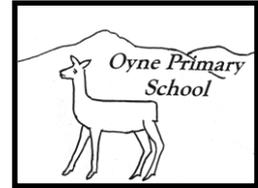
Signed.....Date.....

Please return to the HT office



	<p>Stage One (in class) When you do a good job in school or make the right choice.</p>	<p>An adult will give you praise and say 'well done' or give you a star or sticker. You will know you have made a good choice. You will get rewarded through your class reward system.</p>
	<p>Stage Two (between teacher and home) When you have made a special effort in school.</p>	<p>An adult will give you a 'white slip' to take home to share.</p>
	<p>Stage Three (HT and whole school involvement) When you consistently make the right choice or do a good job.</p>	<p>You will get a Golden Brick to build into our Golden Wall. Your achievement will be celebrated at assembly and you will get a special sticker to take home.</p>

	<p>Stage One (in class) When you don't follow a Golden Rule or you make a wrong choice</p>	<p>An adult will give you two warnings then you will lose 5 minutes of Quality Time</p>
	<p>Stage Two (between teacher and home) When you repeatedly don't follow the Golden Rules or make wrong choices</p>	<p>Your teacher will issue a Stage Two Orange concern slip. Your parents/carers will talk to you and you will give the signed slip back to your teacher.</p>
	<p>Stage Three (HT involvement) When you consistently make the wrong choices and do not follow the Golden Rules or you have had three Orange Slips.</p>	<p>The Head Teacher will contact your parents/ carer to discuss the next steps.</p>



Oyne School Code of Conduct for Out of School Activities

ALL parents/carers and children should have read and agreed to the following **“Code of Conduct”**. By signing and submitting the tear off slip you have declared that you have read and agreed to the **“Code of Conduct”**.

1. I will uphold the school values of fairness, kindness, respect, tolerance, achievement, happiness, being included and being listened to.
2. I understand that participation in this activity is seen as a privilege. As a privilege it means I can be withdrawn from activities (with fair or reasonable cause) at any time if I choose to ignore any part of this code.
3. I will ensure that I turn up appropriately equipped and on time for each session. *(Appropriate equipment includes a water bottle, appropriate footwear/trainers, shorts, t-shirt, socks, joggers, waterproof/windproof jacket.)*
4. I will listen to adults with respect and follow instructions first time, giving my very best effort in everything I am asked to do.
5. I will set a positive example for others when participating in activities.
6. I understand that positive behaviour school is required if I am to represent Oyne School at any activities out of school.
7. Consequences for breaking the Code of Conduct are as follows
 Stage 1 – adults in charge remind pupil of expectations, give a time out if appropriate.
 Stage 2 – for significant breaches of conduct adults report incident to HT
 – for significant breaches of conduct the pupil will be withdrawn from next Out of School club session/race/game etc
 Stage 3 – for repeated significant breaches of conduct the pupil will be withdrawn for the term.
8. I will prepare to enjoy our out of school activities!



I have read the Code of Conduct with my child and have discussed it with them.

Parent/Carer.....Date.....

I have read and understood the Oyne School Code of Conduct for Out of School Activities

PupilDate.....