

## **COULTER PRIMARY**



**A PLACE WHERE EVERYONE STRIVES TO BE THE BEST THEY CAN BE**

The core values for our school community are:-

**Responsibility, Courage, Equality, Respect and Honesty**

### **Promoting Positive Behaviour in Coulter Primary School**

Articles 28, 31 and 36 of the United Nations Convention on the Rights of the Child (CRC) underline our Positive Behaviour Policy:

“Discipline in schools must respect the children’s dignity.” Article 28

“Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.” Article 31

“Governments must protect children from all other forms of bad treatment.” Article 36

## Rationale

At Coulter Primary School, we believe that positive behaviour is an essential condition for effective learning and teaching. We also believe that pupils and staff have the right to learn and teach in an environment which is safe, friendly, peaceful and fair.

The rationale of our policy is that good behaviour should be recognised and rewarded and that negative behaviours be discouraged and changed for the better, through the fair and systematic application of our behaviour policy.

This policy outlines the strategies to be used for maintaining good behaviour throughout the school. Its purpose is to support staff in creating a safe, caring and ordered environment in and around the school. We adopt a balanced approach to discipline, rewarding good behaviour and using positive language while applying consequences for unacceptable behaviour in a consistent and fair way.

Attachment theory coupled with Nurture Principles have a positive impact on wellbeing, attainment and behaviour, and we strive to provide a nurturing and attachment informed environment for all our pupils. The Nurturing Principles are:

- Children's behaviour is understood developmentally.
- The classroom offers a safe base.
- Nurture is important for the development of wellbeing.
- Language is a vital means of communication.
- All behaviour is communication.
- Transitions are important in children's lives.

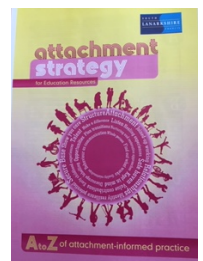
## Attachment Strategy:

Session 2020-21 South Lanarkshire has provided attachment theory training for all staff. All schools will use attachment informed practice to improve outcomes for children and young people and change life trajectories.

[http://intranet.southlanarkshire.gov.uk/downloads/file/7333/attachment\\_strategy](http://intranet.southlanarkshire.gov.uk/downloads/file/7333/attachment_strategy)

[http://intranet.southlanarkshire.gov.uk/downloads/file/7339/attachment\\_strategy\\_a-z - \(What can I do to be implemented by all staff\)](http://intranet.southlanarkshire.gov.uk/downloads/file/7339/attachment_strategy_a-z_-_What_can_I_do_to_be_implemented_by_all_staff)

- It is important for everyone working within Education Resources to understand attachment theory and practice whatever their role and remit- we can all make a difference
- When a child feels secure the 'attachment Behavioural System' is closed down allowing them to explore and learn to regulate their emotions.
- Attachment -informed practice involves everything from our day to day interactions with children, young people and colleagues to organisational approaches such as nurturing and restorative practices.
- In school, we aim to provide a safe haven for our pupils by- '*having caring adults who are attuned to each child's fears and insecurities and provide timely and appropriate reassurance and comfort when the child is fearful and feels diminished by something that has happened in the world around them.*'



- It is important to remember that '*all behaviour is communication*'.
- Staff must look beyond the behaviours and ask themselves what the child is really asking/ needing

SLC Attachment Strategy 2020

Attachment and nurture principles, alongside our Vision, Values and Aims, are central to our school's approach to wellbeing.

## **Vision, Values and Aims**

### **Our Vision:**

To provide a nurturing learning environment where learners feel safe, happy and ready to learn, thus supporting them to become ambitious and aspirational and achieve their full potential as they develop knowledge, skills and attributes for life learning and work.

### **Our Aim:**

We aim for everyone in our learning community to become successful learners, confident individuals, responsible citizens and effective contributors to society.

### **Our Values:**

- 1. Responsibility**
- 2. Courage**
- 3. Equality**
- 4. Respect**
- 5. Honesty**

***Coulter Primary a place where everyone strives to 'Be the best they can be'.***

## **Roles and Responsibilities**

### **Parents /Carers**

“Parental engagement is recognised in the National Improvement Framework as one of the seven key drivers in achieving excellence and equity in Scottish education.”

Education Scotland

Coulter Primary School will strive to work in partnership with parents, ensuring that pupils will receive consistent and appropriate support with behaviour. We ask that parents/carers:

- work in partnership with class teachers to encourage and support their child in adhering to the responsibilities laid out in the School Charter
- ensure that their child fully understands the responsibilities laid out in the School Charter and the consequences of not following them
- inform class teachers of any changes in circumstances which may affect their child’s wellbeing or behaviour

### **Pupils**

The pupils of Coulter Primary agreed that they have the responsibility to:

- “have safe hands and feet”
- “look after property”
- “include others”
- “think before you speak, use kind words”
- “help others”
- “work as hard as you can”
- “listen to and respect others”

## **Our School Charter:**

I will do as I am asked. (Article 28)

I will listen when someone else is talking. (Article 12)

I will keep hands, feet, objects and unkind words to myself. (Article 19)

### **Things we think about in the playground:**

- respect everyone I play with and playground staff
- include my friends and people who don't have a game to play
- care for everybody in the playground
- look after property
- not purposefully hurt anybody
- keep myself safe in the playground
- laugh with others, not at others

### **Things we think about in the lunch hall:**

- always be polite and demonstrate good manners
- show sensible behaviour at all times – no running, throwing food, etc.
- put my hand up if I need assistance or have finished and need to clear my tray

All pupils should behave in line with the School Charter. Copies of the Charter are displayed throughout the school as a constant visual reminder to all children. The Charter is updated annually.

## **Staff**

At Coulter Primary School, all staff have a responsibility to:

- recognise that all behaviour is a form of communication and be responsive to the wellbeing of each individual
- develop, maintain and model positive working relationships with parents and pupils
- develop and maintain a safe, secure and caring learning environment
- provide a challenging and interesting curriculum which engages learners and develops skills for learning, life and work
- value diversity, promote equal opportunities and foster inclusion, allowing children to reach their full potential
- celebrate the strengths and achievements of all children
- promote and refer to the school values on a regular basis
- develop annually, in consultation with the pupils, a Class Charter which outlines Rights and Responsibilities, and ensure that all pupils understand the consequences of not adhering to these
- use positive behaviour strategies and consequences clearly and consistently

Promoting Positive Behaviour within the class is the responsibility of all staff. It is the role of the class teacher to investigate alleged classroom incidents and for support staff to investigate alleged playground incidents. If required, playground incidents can be taken to the class teacher for further discussion.

### **It is the responsibility of the HT to:**

- ensure that all staff are skilled and supported in the implementation and monitoring of the Promoting Positive Behaviour Policy
- offer support and guidance to all pupils, particularly those with challenging behaviour and additional support needs
- promote wellbeing, school values and responsibilities at assemblies each week
- continue to develop positive partnerships with parents and the wider community.

At Coulter Primary School, we have high expectations of all pupils. However, it is the responsibility of all staff to understand and recognise that some pupils require additional support to meet these expectations. These are outlined within Additional Support Plans.

## **Reward Systems in Place**

Each day, children will have the opportunity to obtain one golden coin. Coins are awarded for adhering to the School Charters.

### **Our School Charter:**

I will do as I am asked. (Article 28)

I will listen when someone else is talking. (Article 12)

I will keep hands, feet, objects and unkind words to myself. (Article 19)

At the end of each day, children will reflect with the class teacher on whether a coin will be awarded.

Teaching, Support and Facilities Staff work in partnership to ensure the process supports our youngsters fairly throughout the school day.

Some examples of unacceptable behaviours:

- inappropriate language
- intentionally hurting others
- spitting
- fighting/play fighting
- rude gestures
- vandalism
- inappropriate comments to children or staff

## **Rewards**

Children collect coins to spend at the school's Golden Shop.

The shop opens once a month. Coins can be spent or carried over. At the end of each term, only 15 coins can be carried over. *Please note that children can also obtain golden coins for certificates related to school values and academic work at assembly.*

A stamp will be placed in your child's diary each week to indicate how many coins they have received. Please sign the diary to acknowledge you are aware of the number of coins your child has received within the week.

## **Restorative Practice - What happens if a child loses a coin?**

Should a child not be awarded a coin, they will reflect with a member of staff and set a target for the following day. Children who do not manage to obtain coins consecutively should be encouraged to reflect and make suggestions as to how staff and pupils can work together to ensure they obtain their next coin.

## **Consequences**

If children continue to lose coins, CT/PT/HT will enforce a consequence. Consequences are, where possible, directly linked to what has been going wrong and might include:

- separate or reduced playtime for pupil concerned
- separate workspace for pupil concerned
- removal of pupil from events where they would be expected to represent our school safely, e.g. sports festivals, inter-school competitions, trips etc.
- target setting / close monitoring of behaviour, e.g. daily behaviour record
- parental involvement, e.g. telephone call, letter, SMS, meeting etc.
- exclusion - where behaviour is extreme or illegal

Please return slip below as an acknowledgement that you and your child have read and understand the expectations of pupil behaviour in Coulter Primary.

### **PUPIL**

I understand my responsibilities to keep Coulter Primary a safe, happy and caring place to learn.

**Pupil's name** (please print)

**Signature**

**Date**

### **Parent or carer of learners under 16**

I have read and understand the Promoting Positive Behaviour Policy.

**Signature**

**Date**

Updated May 2022

Date for Policy review: May 2024