

FERRYHILL PRIMARY SCHOOL

BEHAVIOUR POLICY JUNE 2018

OUR SCHOOL VALUES

- Honesty
- Respect
- Responsibility
- Co-operation
- Pride

OUR SCHOOL AIMS

We aim to

- Allow our confidence to grow by celebrating our successes, achievements and efforts in and out of school
- Ensure equality and inclusion are firmly embedded in the positive ethos of our school
- Work in partnership with parents and carers and the wider community
- Ensure there is continuous improvement through teaching approaches which enhance and develop our learning and understanding
- Promote our physical, social, mental and emotional health
- Develop individuality through promoting and supporting creativity and purposeful play

OUR POLICY

Our policy is based on the City of Edinburgh's Council policy and views of staff, parents and pupils of the school. It aims to support children's emotional and social development, recognising that education is an integrated and important part of the holistic development of children. Implementation of the policy should help to establish and maintain mutual respect and better relationships. The resulting better behaviour enables better learning and better holistic development.

SCOPE

All children, parents and carers, and staff in our school (including our nursery) are covered by this policy. The policy encompasses:

- Whole school culture, systems and practice
- Support systems
- Curriculum based lessons, activities and programmes
- Partnership working
- Professional Development

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DEFINITIONS

- Establishment describes all settings for supporting children and young people in education
- Schools describe all mainstream, special and early years' establishments.
- Staff describes all staff working directly with children and young people.
- Parents and carers describe all those with direct responsibility for the care and welfare of children and young people.
- Corporate parents describe the role of all City of Edinburgh Council staff and Councilors with regard to the provision of care and support for all of our looked after children and young people

CONTENT

Every child and young person has the right to a high quality education. Positive relationships and behaviour in all aspects of school life are fundamental to enable effective teaching and learning to take place. The school has adopted the following key principles to create a caring, learning environment:

- an ethos that values and encourages motivation and commitment amongst staff and pupils to develop positive relationships and promote shared values and appropriate communication which supports relationships.
- an environment which supports children becoming responsible for their own behaviour
- recognising that all behaviour is communication and that understanding what is being communicated and the underlying needs is crucial for assessing and meeting children's needs and finding solutions.
- promoting equality, responsibility and positive relationships based on mutual respect
- ensuring fairness of treatment for all
- working to promote and develop self esteem for all
- encouraging a sensitive response to behaviour that takes into account context and individual needs
- promoting early intervention and support
- providing a safe environment free from disruption, violence, bullying and any form of harassment for staff and pupils
- encouraging a positive relationship with parents and carers to develop a shared approach, involving them in the development, implementation and ongoing evaluation of the school's policy and associated procedures
- a commitment to self evaluation and quality improvement involving all stakeholders.

There may be other principles identified by parents, staff and pupils of the school that complement those above.

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IMPLEMENTATION

This policy should be read in conjunction with the 'Better Relationships, Better Learning, Better Behaviour Procedure'. This describes how the policy will be implemented.

ROLES AND RESPONSIBILITIES

The **Head Teacher** has overall responsibility for ensuring the effective implementation of this policy. In particular, the Head Teacher ensures that the concerns of pupils are elicited, listened to and appropriately addressed and that the provisions of 'Getting it Right for Every Child' are taken into account when working in partnership with children, families, and other professionals on issues of communication and behaviour.

All staff are responsible for ensuring that the policy and procedures are followed. This includes using the range of approaches detailed in Procedures to encourage positive relationships and behaviour.

Parents and carers are regarded by the school as key partners who are asked to work in partnership with the school to develop, implement and evaluate these policy and procedures. Parents are expected to assist in maintaining positive relationships and high standards of behaviour and are invited to discuss issues with the class teacher or Pupil Support Officer in the first instance. Staff will take appropriate action which may include consultation with colleagues or senior leaders in school. We encourage parents to be vigilant about their child's use of online content and take appropriate action to resolve any concerns arising.

Learners are expected to take responsibility for their own behaviour on or off the school site and will be made fully aware of the school policy, procedure and expectations. Learners are encouraged to report all incidents of disruption, violence, bullying and any form of harassment.

RELATED DOCUMENTS

- Standards in Scotland's Schools etc Act (2000)
- Additional Support for Learning Act (2004) - amended 2009
- Parental Involvement Act 2006
- The Equality Act 2010
- UN Convention of the Rights of the Child
- Children and Young People Act 2014

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EQUALITIES AND RIGHTS IMPACT, SUSTAINABILITY IMPACT AND RISK ASSESSMENT

Ferryhill Primary School is committed in our duty to eliminate discrimination, victimisation and harassment, advance equality of opportunity and foster good relations.

We will make reasonable adjustments wherever appropriate for those individuals with 'protected characteristics'. These include disability; gender reassignment; race; religion or belief; sex or sexual orientation, pregnancy and maternity.

We respect cultural factors, including differences in behaviours and dress code that are relevant in ensuring that the school's ethos is inclusive.

A very small proportion of children and young people will require greater levels of support developed by the school in-line with Getting it Right for Every Child (GIRFEC).

Children's rights are protected by the UN Convention of the Rights of the Child and the Children and Young People Act 2014.

CONCERNS, COMPLAINTS AND COMPLIMENTS

We aim to resolve complaints quickly with the staff concerned. They will try to resolve any problems on the spot. This could mean an on-the-spot apology and explanation if something has clearly gone wrong, and immediate action to resolve the problem. If we can't resolve your complaint at this stage, we will explain why and tell you what you can do next.

REVIEW OF POLICY

This policy is subject to ongoing evaluation and review. The policy will be formally reviewed by the end of session 2021-2022.