

Mayfield Primary School Positive Behaviour Guidelines

2018-2019



Ready, Responsible, Respected, & Safe

Mayfield Primary School Positive Behaviour Guidelines

1. Policy statement

Mayfield Primary is committed to creating an environment where great behaviour is at the heart of high quality learning and teaching. We have high expectations for all our learners and expect them to accept responsibility for their behaviour and encourage others to do the same. Our policy echoes our core values of *ready, respectful, responsible* and *safe*.

2. Aim of the policy

- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly, shown respect and to promote positive relationships.
- To focus our attention on learners who are displaying our values and continually showing positive behaviour.
- To help learners regulate their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper and empathy for others.
- To promote community identity through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

3. Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognise expected behaviours
- Positively reinforces these
- Promote self esteem and self discipline
- Teach appropriate behaviour through positive interventions

4. Our Five Pillars of Practice

1. Consistent, calm adult behaviour
2. First attention for best conduct
3. Relentless routines
4. Scripting interventions
5. Restorative follow-up

Council Statement:

*Midlothian Council is committed to protecting all children and young people from any forms of bullying by other children and young people. Any form of bullying is unacceptable, including prejudice-based bullying and cyber-bullying (Midlothian Council Bullying Policy). See **Anti-Bullying Policy** for more information.*

Appendices

The Mayfield Way



Ready

Responsible

Respectful

Safe

The Mayfield Way

Ready to listen, ready to learn.

Keep yourself and others safe.

Look after our school and our community.

Recognition wall

ALL classes will have a recognition wall and the focus for this will link to our school values for the first four weeks. ALL children must have their name on the wall before the focus is changed.

School Values

1. Ready
2. Respectful
3. Responsible
4. Safe

Expected behaviour

Our Mayfield expected behaviour is listed below; if children show these behaviours (without being asked/prompted) they will receive a house point. We have high expectations of behaviour so to encourage regular and unprompted use of expected behaviours these will start off as our 'above and beyond' behaviours.

- ❖ Using good manners/polite
- ❖ Holding open a door without being asked
- ❖ Saying good morning/afternoon
- ❖ Showing they are ready to listen/learn

- ❖ Showing respect and care to others
- ❖ Looking after the
- ❖ school and the community

Consistencies

- ❖ **1 Meet and greet** at the door.
- ❖ **2 Model** positive behaviours and build relationships.
- ❖ **3 Plan** lessons that engage, challenge and meet the needs of all learners.
- ❖ **4** A mechanism for positive recognition is used in each classroom throughout the lesson.
- ❖ **5** Refer to '**Ready, Respectful, Safe**' in all conversations about behaviour.
- ❖ **6 Be calm** and give 'take up time' when going through the steps. Prevent before sanctions.
- ❖ **7 Follow** up every time, retain ownership and engage in reflective dialogue with learners.
- ❖ **8 Never ignore** or walk past learners who are behaving badly.

House points

All house points given to children will be exchanged for ping pong balls on a Friday and put into our houses in the entrance hall. Please send a child to main entrance, when they come to hand in class register, on a Friday and bring a slip with the tally of house points. House captains will support and help with this every Friday.

Postcards

Postcards will be sent home to encourage positive behaviour and for exceptional 'above and beyond' behaviours.

The Mayfield Script

ALL staff will use the outlined script below if supporting a child with behaviour:

1. I noticed you are... (having trouble getting started/wandering around the room).
2. Remember at Mayfield we.... (are respectful/are safe).
3. Do you remember last week when you...(got that house point/arrived on time).
4. That is who I need to see today (child's name).
5. Thank you for listening (give child take up time).

Consequences

Children will be given warnings and staff should use the script to refocus and remind children of the Mayfield Way.

If warnings are not followed then a change of face or hosting may be required or suggested.

Restorative conversations will take place at an appropriate time, when the learner has calmed. This conversation should take place discreetly, out with earshot of their peers.

Impositions - if work has not been completed then it can be sent home with an imposition slip explaining to the parents why the work has been sent home and why.

Phone calls - parents will be called to discuss behaviours if there have been three 'Classroom Behaviour Records' complete in one week or if the behaviour has warranted a phone call.

Practical steps in managing and modifying poor behaviour

Learners are responsible for their behaviour. Staff will use the steps for dealing with challenging behaviours.

Verbal Warning/Encouragement

A reminder of the expectations for learners **Ready, Responsible, Respectful, Safe** delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.

Mayfield Script

30 second intervention:

- a. Gentle approach, personal, non-threatening, side on, eye level or lower.
- b. State the behaviour that was observed and which rule/expectation/routine it contravenes.
- c. Tell the learner what the consequence of their action is.

Refer to previous good behaviour/learning as a model for the desired behaviour.

- d. Walk away from the learner; allow him/her time to choose what to do next. If there are comments, as you walk away write them down and follow up later.

We resist endless discussions around behaviour and spend our energy returning learners to their learning.

Hosting

If a learner is finding being in class challenging and is not responding positively to the advice given by their class teacher, then they can be hosted in a neighbouring classroom. When hosting learners they should be given work to complete and should not be hosted for more than 15 minutes.

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger. Anger is likely to make things worse for everybody.

Change of Face

If learners are not following advice offered by their class teacher, then the use of a 'Change of Face' may be beneficial. This can take two forms. One is where a colleague can be asked to 'take-over' the discussion with the child. The other, is for an adult to take the class to release the class teacher to spend time with the child in a one-one setting.

Restorative Conversation

Restorative Conversations at Mayfield Primary are a core part of repairing damage to trust between staff and learners. Our Reparation meetings are structured in 6 steps:

1. What's happened?
2. What was each party thinking?
3. Who feels harmed and why?
4. What have each party thought since?
5. What behaviours will each of us show next time?
6. Reaffirm your commitment to building a trusting relationship.

Staff will take responsibility for leading Restorative Conversations, SLT will support when necessary.

Partnership stage

The partnership stage will be implemented where there is a cause for concern e.g. attendance, behaviour or progress issues. The learner will be allocated a 'Go To Person' who will:

- Support and, if necessary, facilitate a meeting between the member of staff and learner.
 - Develop an appropriate Behaviour Plan with the learner.
 - Monitor and review and mentor using the Behaviour Plan.
 - Discuss both the consequences for the learner if not meeting the required action and the positive outcomes for everyone if conduct improves.
 - If a learner does not achieve the change in conduct agreed within the action Plan, a formal disciplinary letter will be issued by a member of the Senior Leadership Team.
 - Learners must be given a second chance to achieve the targets agreed on the action plan after the formal disciplinary letter has been issued.
- All of these matters will be confirmed in writing and recorded on our Behaviour Logs.

Meeting with Parents/Carers

This meeting will include the, Teacher, Learner, 'Go To Person', Parent/Guardian, and a member of the Senior Leadership Team. The meeting will be solution focussed and will address aspects of behaviour, progress and achievement.

- There may be an element of 'payback' in the action plan from this meeting. Learners may be asked to positively contribute time back to school as part of the process of repairing the damage they have caused.
- If the learner does not adhere to this plan, then a formal disciplinary letter will be issued. If this behaviour continues, it will then lead to exclusion.

Behaviour for excellent teaching and learning - summary

Better behaviour, better learning is underpinned by relationships, lesson planning and positive recognition.

The Mayfield Values, **Ready, Responsible, Respectful, Safe** must be displayed in each learning space and referred to in conversations around behaviour.