



Newtongrange Primary School Positive Behaviour Policy

Newtongrange Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. We believe that learners and staff have the right to learn and teach in an environment which is safe, friendly, calm and fair.

Our school vision, '**Aspire, Believe, Achieve**' sets our belief that all our learners aspire to be the best they can be, to set high goals for themselves and to work hard to achieve these. Our vision is underpinned by our set of core value based behaviour expectations: kind, fair, hardworking, confident, respectful and responsible.

Aims

Our approach to behaviour is both **POSITIVE** and **RESTORATIVE**. In Newtongrange Primary School, we encourage individual responsibility for one's own behaviour and value the importance of nurturing each learner in order to grow a sense of self-worth and positive self-esteem. Our aim is to encourage our learners to exercise choice in their actions and raise awareness that their choices will have resulting consequences. We promote good behaviour and self esteem by modelling a positive ethos and by continually developing positive relationships. We also provide effective learning and teaching of the Zones of Regulation throughout the school, alongside utilising restorative approaches where necessary.

All staff at Newtongrange Primary School seek to:

- **CREATE A RESPECTFUL CULTURE** – through recognising and seeking to understand and empathise with the context of every child.
- **NURTURE STRONG RELATIONSHIPS** – through demonstrating care, concern and interest in the children in our school.
- **BE VISIBLE, CLEAR AND CONSISTENT** – through proactive behaviour management including choice of language and fair and consistent processes.
- **FOCUS ON THE POSITIVE** - so that children are praised for their efforts and celebrated as role models to aspire to.
- **BUILD A SENSE OF SHARED RESPONSIBILITY** – through staff working together to support children in understanding and managing behaviour effectively.

Teaching Positive Behaviour

At Newtongrange Primary School, all interactions between both learners and staff are underpinned by our core values based behaviour expectations.

Kind Fair Hardworking Confident Respectful Responsible

We have created a whole school Positive Behaviour Expectations matrix to ensure a shared standard of expected behaviours (Appendix 1). Our curriculum offers opportunities for learners to regularly discuss these values or complete work related to them.



Promoting high standards of behaviour – visible adult consistencies

All staff will:

- **Meet and Greet learners** as they enter school/ classroom or when we pass them in the corridor.
- Refer to the school **values based behaviour expectations** - kind, fair, hardworking, confident, respectful and responsible.
- **Model** positive behaviours.
- **Plan** lessons that engage, challenge and meet the needs of all learners.
- Use **visible recognition** throughout every lesson.
- Be **calm** and give 'take up time' when going through the steps to support a child in managing their behaviour appropriately.
- **Follow up** every time, engage in restorative conversations with learners.
- **Always address** learners who are not making good behaviour choices.

Senior leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to learners.

Senior leaders will:

- Take time to **greet learners** throughout the school day.
- Be a **visible presence** around the school and especially during transition times.
- **Celebrate** learners and staff whose efforts go above and beyond expectations.
- Regularly **share good practice**.
- **Support** colleagues in managing learners with more complex behaviours.
- Use **behaviour data** to assess school wide behaviour policy and practice.
- Regularly **review provisions** for learners with complex behaviours.

Recognition and rewards for effort

We recognise and reward learners who go 'over and above' our standards. Although there are a range of rewards we use consistently at Newtongrange Primary School (Appendix 2), our staff understand that a quiet word of personal praise can be very effective and meaningful to learners.

'Reward over and above – don't reward minimum standards because that is what you will get, rather reward those who go over and above the required standards.'

Paul Dix, 2017

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach.



The ways we recognise 'over and above' behaviour:

1. **Verbal Praise**
2. **Positive Notes Home**
3. **Star Learner**
4. **Recognition Boards(Class Rewards)**
5. **Achievement Assemblies (Parents Invited)**

Managing Behaviours

Engagement with learning is always the primary aim. For the majority of learners a gentle reminder or nudge in the right direction is all that is needed. There are occasions when learners make poor behaviour choices. We believe it is important to explicitly teach them positive behaviours and support them in making positive choices.

“The advertising of poor behaviour doesn't help, but routinely advertising the behaviour that you do want does.”

Paul Dix 2017

When supporting learners to change their poor behaviour choices, all staff will:

- Keep calm and, where possible, match the child's eye-level.
- Give choices and thinking time.
- Remind the child of examples of their good behaviours and achievements.

At Newtongrange Primary School we do this via a system of stepped consequences. Consequences have a learning focus, build relationships and show learners how to take responsibility.

Stepped Consequences
1. A non-verbal reminder.
2. A quiet verbal reminder. A reminder of our school behaviour expectations.
3. A private verbal warning. 'Turn it around' conversation, making learner aware of their behaviour, consequences if they continue and how to change it.
4. Supportive actions to support behaviour change It may include – time out within class using safe space and nurture kit, time out with partner in class, time out of playground, time out with SLT.
5. Conversation with parents.
6. Restorative Conversation with staff member supported by SLT, involving use of 'Fix It Folder' where necessary.



7. Behaviour Support Plan. Created in consultation with learner, parents and staff.
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8. Follow Midlothian Council exclusion procedures.
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Restorative Practice

Staff implement a restorative approach, when appropriate, throughout the stepped consequences to support learners with challenges. Restorative practices involve learners and adults resolving issues in a supportive way to restore relationships. Effective restorative practices foster awareness of how others have been affected by inappropriate behaviour, for example through the use of our 'Fix It' Folders. Refer to Appendix 4 for an example of our 'Fix It' Folder.

Restorative Questions

All staff are expected to use Restorative Questions when dealing with behaviour incidents, demonstrating the three principles of Fair Process. This further builds consistency across the school in the way behaviour is managed and ensures that children are encouraged to reflect on their behaviour and to take responsibility for their actions. Refer to Appendix 3 for Restorative Question posters.

To respond to challenging behaviour:

- What happened?
- What were you thinking about at the time?
- Who has been affected by what you did?
- What do you think you need to do to make things right?

To help those harmed by others actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

The UN Convention on the Rights of the Child

Article 19 (Protection from all forms of violence):

Children have the right to be protected from being hurt and mistreated, physically or mentally. Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

Article 28 (Right to education)

Every child has the right to an education. Discipline in schools must respect children's dignity and their rights.



Appendix 1 Positive Behaviour Expectations Matrix

At Newtongrange Primary School our school vision is:

Aspire, Believe, Achieve.

Our vision is underpinned by our set of core value based behaviour expectations:

Kind Fair Hardworking Confident Respectful Responsible

We have created a whole school Positive Behaviour Expectations matrix to ensure a shared standard of expected behaviours at Newtongrange Primary School.

Classroom	Lines	Corridors	Toilets	Dining Hall	Playground
<ul style="list-style-type: none"> • Be prepared for work. • Ask for assistance when you need it. • Stay on task. • Use equipment with care. • Let others work undisturbed. • Move around the classroom sensibly and safely. • Cooperate and help others. • Use quiet indoor voices. • Produce quality work. 	<ul style="list-style-type: none"> • Line up one behind the other, making sure everyone has enough space. • Wait patiently in the line. • Walk inside carefully, looking where you are going. • Use quiet indoor voices. • Hang up our belongings, get items we need from our school bags and leave the cloakroom tidy. • Hold the doors open for other people. • Line up outside our classroom. 	<ul style="list-style-type: none"> • Walk in single file, one behind the other, making sure everyone has enough space. • Walk carefully and quietly, looking where you are going. • Respect the work on the walls. • Close doors quietly and safely. • Wait your turn. • Hold the doors open for other people. • Let other classes work undisturbed. 	<ul style="list-style-type: none"> • Make an adult aware of where you are. • Respect privacy of others. • Wait your turn. • Use appropriate voice level and kind words. • Take care of property. • Keep toilets tidy. • Flush the toilet. • Wash your hands. 	<ul style="list-style-type: none"> • Line up one behind the other, making sure everyone has enough space. • Wait patiently in the line. • Walk calmly and quietly in the dinner hall. • Use our quiet inside voices. • Say 'please' and 'thank you' when we choose our food. • Use cutlery properly. • Pick up anything we drop. • Tidy everything away after we have eaten so the table is clean for the next person. 	<ul style="list-style-type: none"> • Be considerate and cooperative with others. • Use kind words and kind hands. • Use equipment safely and properly and return it in good condition. • Share space with others safely. • Follow the rules of the game and be a good sport. • Stay in the school grounds. • Respond to line-up signals. • Put rubbish in the bins. • Dress appropriately for the weather.



Appendix 2

Recognition and rewards for over and above

Verbal Praise	Staff will use verbal praise to connect with learners and let them know they are appreciated. Learners will be told what we are praising and why.
Good News Notes Home	Positive notes will be sent home recognising learners efforts and behaviours with their families.
Star Learner	Star learner certificates will be presented at assemblies to learners from each class. The class teachers will choose learners, who have demonstrated one or more school values.
Recognition Boards (Class Rewards)	Class teachers choose a behaviour expectation they would like their class to improve. All learners work to demonstrate the behaviour. This is a collaborative strategy and the aim is to get all learners names on the recognition board. On occasions learners can work towards a class reward.
Achievement Assemblies (Parents Invited)	At termly achievement assemblies we will recognise and reward learners who go 'over and above' our standards. Parents and carers will be invited to attend these assemblies.
Together Time	Together Time takes place on a Friday morning from 11:40am – 12:10pm. It provides an opportunity for learners to develop relationships with their peers and build a positive classroom community. We encourage classes to plan their Together Time. Possible Together Time activities could include: free play, outdoor play, arts and crafts, baking, construction, IT and parachute games.



Appendix 3 Restorative Questions

1. What happened?

2. What were you thinking about at the time?

3. What have your thoughts been since the incident?

4. Who do you think has been affected by your actions? In what way were they affected?

5. What do you need to do now to make things right?

RESTORATIVE PRACTICE in school

www.elsa-support.co.uk

Images from My cute graphics



Appendix 4 'Fix It' Folder

