

# Rosewell Primary School



# Positive Behaviour Policy

**August 2019**

## POSITIVE BEHAVIOUR POLICY

Rosewell Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

### 1. Vision and Values

Central to this policy are the **Vision and Values** of Rosewell Primary School:

#### **Our Vision:**

At Rosewell Primary School we will put the needs of children and families first.

We will create a climate where staff feel empowered to make a difference for every child, enabling them to achieve their maximum potential and developing a secure understanding of their unique skills and qualities and ability to impact positively on the world.

We will endeavour to work steadily towards achieving excellence in all aspects of our work whilst recognising the need to set manageable and realistic goals.

#### **Our Values:**

- Be Kind
- Be Confident
- Work Hard



### 2. Rationale

Rosewell's Inclusive and Positive Behaviour Policy is based on the advice and guidance from *Better Relationships, Better Learning, Better Behaviour* (Scottish Government, 2013). There is a shared understanding that:

- Shared values underpin practice in promoting positive behaviour and reacting to discipline problems.
- We have a key role to play in providing our pupils with the skills required to participate safely, effectively and responsibly in an increasingly complex world.
- Our pupils' experiences and behaviour in school cannot be disassociated from all other aspects of their lives, including their families and community.
- We need to work in partnership with parents/carers, education services, social work, health, voluntary agencies and others.
- There is a link between high quality learning and teaching and reducing discipline problems where there is an appropriate balance of challenge and support.
- No matter the extent or nature of indiscipline within any given context or situation, it is a barrier to learning and teaching.

- Well-judged praise and recognition of achievement looks to focus on involving and valuing the strengths of individuals.
- There is no place for discrimination based on race, ethnic origin, religion, gender, sexual orientation, disability, social group or any other grounds.
- There needs to be a positive relationship with all members of the school community to develop a shared approach and involvement in decision-making.
- Expectations, rules, rewards and sanctions must be explicit to all pupils.
- Routine procedures for managing pupils in and around the school and within classrooms must be a shared approach.
- Sanctions must be used appropriately and proportionately to the incident and take into account individual circumstances.
- Intervention must be staged in order to support staff and pupils and establish the most appropriate strategy to promote positive behaviour.
- Children should understand their rights and those of others and be supported to take responsibility for, and to understand the consequences of, their actions.

### 3. Aims of the Policy

The specific aims of this policy are derived from the wider aims of the school. This policy specifically aims to:

- Promote Rosewell's vision and values.
- Develop an active whole-school approach to positive behaviour management that encourages high standards of behaviour in and out of school.
- Promote the use of Restorative dialogue in order to promote a respectful ethos where conflict is resolved and relationships given the opportunity to be restored.
- Promote a safe, secure and organised working environment that is conducive to learning.
- Foster a school ethos that respects diversity and values the contributions of all.
- Involve pupils, parents and all staff in collaboratively implementing a clear policy of Positive Behaviour management.
- We will provide a warm, friendly, secure and **happy** environment where all staff and children have a sense of value and belonging and a shared sense of identity and pride.

### 4. Policy into Practice

4.1 Whole School Approach

4.2 Procedures for Dealing with Specific Issues.

#### 4.1 Whole School Approach

In Rosewell all stakeholders are encouraged to share a common understanding of the aims of inclusive practices and positive behaviour management. The following approaches are used:

- **School's Vision and Values** – Sharing these through assemblies, policies and class activities
- **School Rules** - These are consistently promoted by all staff in school and in the playground to ensure a safe and happy school community (appendix 1).
- **Rights Respecting Schools** – Class Charters to be collaboratively created to create a shared understanding of expectations and to support working towards Rights Respecting School status through investigating the Rights of the Child and associated responsibilities.
- **Restorative Practices** – Adopting a restorative approach to resolving conflicts in the class and playground. All staff, pupils and Peer Mediators have been trained in this approach. Examples of key questions that could be used to support resolving conflict can be seen in Appendix 2.
- **Health and Well-being Programme** – Children investigate emotional and social health as well as physical health through a progressive programme running from primary one to seven. Included within this programme are the Bounce Back teaching materials; that, amongst other aims, looks to increase pupil resilience.
- **Consistent Use of Praise and Recognition** - Regular use of praise and celebration of achievements is used to foster the self-esteem of all pupils. This includes:
  - Formative feedback given to pupils within the workings of their classwork
  - Positive Notes and telephone calls home
  - Sharing school life with parents and a wider community wherever possible (assemblies, performances, open-afternoons, newsletters and class pages on the website)
  - Over and Above recognition including Hot Chocolate nominations and recognition boards in class
- **Inclusive Language Used** - Aspects of the learner are not identified as the problem, where the learner is viewed as deficient in some way. The unacceptable behaviour will be identified and discussed rather than the pupil .
- **Inclusive Approach** – A model is adopted which acknowledges the school's responsibility to ensure a robust and dynamic approach to adapting the ethos and learning environment to enable diverse learners to participate and learn. Care is taken to recognise the whole person and not just their negative behaviour. This means that different approaches may be needed to allow all children to have realistic success in behaving well.
- **Care and Welfare and Pastoral Care** – The needs of the whole child are effectively supported so all children feel safe, respected, nurtured and included. A robust Pastoral Care System (see Pastoral Care Policy, Rosewell Primary; 2018) supports early diagnosis of social, emotional, behavioural or learning difficulties. Parents are involved at an early stage if there are concerns to enable working in partnership to effectively support pupils' needs.

- **Consequences** – All children are supported to recognise that their behaviour can have a negative impact on themselves, property or others. Children are supported to take responsibility for their actions and to take steps to put the situation right. For more serious or recurring negative behaviour, restorative conversations may result in the child and adult agreeing an appropriate sanction. A child must be fully aware of the reason for the sanction.
- **Risk Assessments** – Behaviour Support Plans or Behaviour Risk Assessments are used to support children with social emotional and behavioural problems. Supporting guidance may also be found in Additional support Plans or Individualised Educational Plans.
- **Circle / Bubble Time** – Bubble Time ensures that each pupil has a designated time to share with their teacher issues with which they may need support in a confidential and unobtrusive manner. Each class will have a Bubble Box in which each pupil makes a note of their thoughts or feelings (positive thoughts, concerns or questions) and place these into the Bubble Box. The class teacher will privately read each Bubble Thought and address issues raised appropriately (seeking help from SLT if appropriate). Circle Time could be used to allow discussion and this may be in response to specific needs in the class, current global issues, the HWB or RME programme.
- **Pupil Voice** – Class teachers regularly seek opportunities to gather pupil opinions on different academic and emotional issues and use this to collaboratively plan next steps in learning and teaching. Each class has a Pupil Parliament representative who takes forward points raised by their class (these can be noted on the class PP board) to be discussed at the PP meetings.
- **Use of Personal Target Setting** to develop pupils' sense of responsibility for their actions, motivation and ownership of their learning.
- **Shared Responsibility for Creating a Considerate Working Environment** which includes Moving Around School – consideration must be taken of other classes who are also engaged in teaching and learning activities so all staff must ensure that children line up quietly and move between areas in a considerate manner.
- **Discuss Behavioural Incidents** or recurring behaviour problems with a member of the Leadership Team at an early stage to enable school and home to work together to promote positive behaviour. We are committed to an early intervention approach to dealing with behaviour issues. We are also committed to the active and dynamic involvement of the leadership team in supporting class teachers in achieving high standards of behaviour in all classrooms.

## **4.2 Procedures for Dealing with Specific Issues**

### **Summary of staged approach**

Staff should try to use a staged approach to support a consistent and progressive strategy to tackling negative behaviour. It is encouraged that staff use measures to prevent escalation of behaviours or scenarios. Any sanctions deemed necessary should be appropriate to the incident, preferably agreed to by parties through restorative dialogues (although this may not always be appropriate), made explicit to the child and the reasons for the sanctions application made explicit also (eg. referring to charters).

- *Make use of strategies to proactively prevent further disruption. For example, quiet station/concentration station.*
- Scripted Intervention (Appendix 2)
- Verbal Warning – Reminder of rights agreed on charter/rules posters and clarify what would constitute responsible behaviour in this instance.
- Restorative conversation between pupil and adult involved
- Use of Emotion Talks boards may be used at this stage
- If, after moving through each stage there is further negative behaviour and restorative conversation has not succeeded then advice taken from PT/HT.
- Contact home by class teacher , PT or HT.

The following may be considered:

1. Withdrawal from a particular activity or higher level privilege e.g. football match, trip, etc.
2. Behaviour Target Sheet Issued –appropriate behaviour goals stated explicitly.
3. Individual Behaviour Plan drawn up with staff, parents and pupils involved.
4. Regular Review Meetings with PT/HT, parents, staff and child.
5. Formal Contract with Parents
6. Exclusion Procedures

### **Involvement of Senior Leadership Team**

More serious incidents of anti-social behaviour will be reported as soon as possible to the Leadership Team. These include:

- incidents of racist, homophobic or gender discriminatory behaviour.
- incidents of bullying.
- physical aggression towards another person.
- stealing.
- damage to property
- incidents of defiance.

The Leadership Team record all more serious or recurring negative behaviour incidents in a Behaviour Tracking file. This enables patterns in pupils' behaviour to be identified and parents or other external support involved where appropriate. Parents will be notified of all serious behavioural incidents or recurring behaviour problems to enable school and home to work together to promote positive behaviour and again an early intervention model will be adopted.

Concerns regarding a child's behaviour or learning will be discussed at pastoral care meetings and appropriate action agreed whether this is to put in specific behaviour support systems or involve parents.

### **Playtime / Support Staff**

Behaviour at break-times will also follow the staged approach. It may be necessary for a Time-out card to be issued (5min quiet reflection time). Some pupils who have become over excited may benefit from a Time-out card being issued initially and a restorative discussion being held once the pupil is calmer. Peer Mediators will also be available to support pupils and promote positive behaviours.

To ensure a supportive, joined up approach, support staff should discuss any negative behaviour with class teachers in the first instance.

### **Unfinished Work**

Children will be supported to stay on-task through a variety of methods including active learning strategies, visual timetables, setting personal targets, moving to a quieter area to work. If a child is still not completing tasks despite being given support, and their attitude rather than other barriers to learning are judged to be the cause, work may be sent home. If this happens more than twice in a short period of time then the class teacher must make the HT/PT aware so parents can be contacted and an action plan agreed.

## **5. Roles and Responsibilities**

All staff, pupils and parents were involved in creating their roles within the Behaviour Policy to ensure it is put into practice and everyone is clear about their responsibilities:

### **Pupils' Role**

- To treat others as you would like to be treated
- To follow the school rules of Ready, Respectful and Safe
- To use the supports of the Peer Mediators, Playground Support Staff and teachers if they are unable to resolve things themselves

### **Peer Mediator's Role:**

- to provide support to pupils who find themselves involved in conflict
- to model restorative language and attitudes
- to provide a communication link between the pupil body and staff

### **All Staff Role:**

- to work together to create a positive working environment with high expectations for behaviour
- to encourage inclusion within all areas of the school
- to uphold the school policy and practice and model respectful behaviours

### **Senior Leadership Team**

- To facilitate appropriate training in behaviour support for staff
- To support high tariff behavioural support
- To track behaviour and involve parents where necessary
- To monitor the behaviour policy implementation

## **Parents' Role**

- To work in partnership with the school to reinforce the Positive Behaviour Policy.
- To use the 'open door' and early intervention policies and come in to school to discuss any issues or concerns. Staff will be very happy to meet with parents in this respect.
- To be involved in creating behaviour plans in partnership with the school and other agencies.

## **6. Monitoring of Policy**

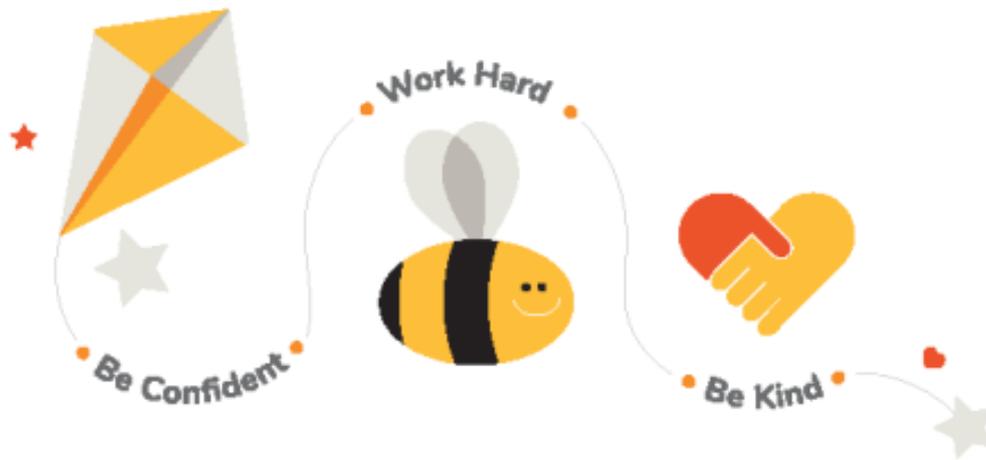
Through on-going monitoring and evaluation this policy is constantly monitored. Professional dialogue at pastoral care meetings, forward planning consultation meetings, staff meetings all feed into the School Quality Improvement Plan. The implementation of this policy will also be reviewed through school self-evaluation of the HGIOS 4 quality indicators.

Changes to the Behaviour Leadership process will be based on well-considered rationale, involving consultation with stakeholders and monitored and evaluated for impact on the learning experience.

## **7. Appendices**

1. Appendix 1 – Rosewell's Values and School Rules
2. Appendix 2 – Restorative questions used by staff and Peer Mediators and Scripted Interventions

# Our Values



Each child begins each day with a fresh start. Each pupil is expected to consider the following rules at all times:

## Our School Rules

Safe

Respectful

Ready

## Appendix 2

### (Restorative Questions.)

1. What happened?
2. What were you thinking at the time?
3. Who has been affected by what you have done? In what way?
4. What do you think you need to do to make things right?
5. What will you agree to do next time?

### (Restorative Questions to the person who has been harmed.)

1. How have you been affected?
2. What has been the hardest thing for you?
3. What do you think needs to happen to make things right?

### Scripted Intervention

#### **Physical Presence**

Drop down to their level. Stand side by side talking. As private as possible

Script:

I've noticed you've had a problem getting started this morning and you know the school rule about getting involved in your learning. (READY)

I can't have you opting out. I need you to be involved. (EXPECTATIONS)

You are going to have to speak to me for five minutes at ..... today. (CONSEQUENCE)

Do you remember when... (POSITIVE REMINDER)

This is the behaviour I need to see now. That's the behaviour I want from you.

Thank you for listening.