



Craigdhu Primary School

Wellbeing for All – Promoting Positive Relationships through our Behaviour Policy

Our Vision, Values and Aims

Our Vision

- **# ENDEAVOUR**

Our Values

- ***In Craigdhu we are: - READY to PARTICIPATE, READY to LEARN, READY to LEAD***

Our Aims

To provide a nurturing environment where learners develop their social skills alongside their learning, so they grow into respectful and responsible citizens, ready for life and work.

To provide all children with stimulating and engaging learning experiences so they can achieve their very best academically.

To enable staff to meet the needs of all learners through a creative, balanced and pupil-centred curriculum.

To engage parents and carers as partners in learning and build positive relationships with our partners and members of the wider community.

Rationale

This policy will ensure that everyone in our school community has a shared understanding of wellbeing, positive relationships and behaviour and that this reflects our school vision, values and aims. Everyone in our school community has a shared responsibility for promoting positive relationships and behaviour.

We have high expectations and aspirations for everyone; we want our children and young people to feel safe, healthy, achieving, nurtured, active, respected, responsible and included. We endorse nurturing principles and believe that “all behaviour is communication”.

Our self-evaluation has identified the need to establish a model for behaviour management which reflects where our school is at the present time. This will be reviewed periodically by all stakeholders.

Aims and expectations of this policy are as follows:

- Create an ethos and climate of mutual respect within a strong sense of community, shared values and high expectations;
- Ensure that everyone in our school community feels happy, safe, secure, valued and respected; Support all staff teams and partners to be proactive and consistent in promoting positive relationships and behaviour in the classroom, playground and wider learning community; Agree clear roles and responsibilities for staff, learners, parents/carers and partners;
- Understand how we will promote, recognise and reward positive relationships and behaviour;
- Develop clear systems and processes to respond to unacceptable behaviour.

Promoting Positive Relationships and Behaviour

We aim to establish whole school approaches to promoting positive relationships and behaviour as follows:

- Class charters individualised but based around 3 values – ready to learn, ready to participate, ready to lead
- Each class to have a recognition board and to hand out positive notes for over and above behaviour via Seesaw. SLT to comment on via Seesaw. Over and above behaviour looks like consistent good manners, 100% effort to tasks and kindness
- 1 Playground charter with 3 statements Be Safe / Be Kind / Be Respectful
- House system for use by support staff in playground and during wet weather. To focus on playground charter
- Scripted model for managing behaviour to be used by all staff
- Restorative approach via questions to be used by all staff
- Leadership for all – every teacher is responsible for the behaviour in their classroom

Our whole school charter will be highly visible in our school entrance and learning/teaching areas. It will ensure that expectations are clear and consistent across the school:

- *Ready to participate, Ready to learn, Ready to lead*

Our class charters will reinforce expectations linked to the whole school charter and link to the UNCRC.

Our playground charter will reinforce expectations for outdoors as follows:

- *Be safe, Be Kind, Be Respectful*

We recognise that the most important element of encouraging positive behaviour is through the curriculum. When our values permeate the curriculum and all children are engaged and challenged at an appropriate level, positive behaviour is the result. Our emphasis on positive, respectful relationships is also of the utmost importance. We take a restorative approach to the resolution of problems that develops empathy.

Positive behaviour is encouraged through the following ways:

Class Charters: Ready to Participate, Ready to Learn, Ready to Lead

At the beginning of a new session, staff and pupils will collaborate to agree class charters based on UNCRC. These charters will be displayed in each class, referred to and reviewed regularly. It is important for pupils to be motivated through participation and ownership. Staff and pupils will create class charters using positive statements and link it to the whole school charter so must include the school values of Ready to participate, Ready to learn, Ready to lead.

House System:

Our house system has been created to promote positive relationships and behaviour by instilling a sense of identity, belonging and teamwork. Pupil captains and vice-captains will be elected in P7 to lead and encourage house members across the school. House system information will be displayed and regularly updated in the school hall. The four houses are: Allander, Campsie, Lennox and Mugdock.

This will primarily be used by support staff in the playground and during wet playtimes. Support staff will reward house points for safe, kind and respectful behaviour.

Playground : Be Safe, Be Kind, Be Respectful

Adults who support and supervise in the playground must ensure that they:

- Remain in allocated zones
- Are highly visible to all pupils and each other
- Apply positive intervention strategies to support all pupils to have a positive play experience;
- Deal with situations as they happen using the scripted model for managing behaviour and through restorative questions
- Use the house system to reward positive choices and behaviour
- Prioritise pupils who need specific support strategies outdoors
- Use the timeout bench for children who may need some time to think or sit quietly
- Report concerns to the class teachers or a member of the leadership team

Scripted steps to manage behaviour (taken from Dix (2017), pp 118 – 119

For use by anyone teaching the class or supervising children in the playground or during wet weather: Please note: **Teachers must consider contacting the parents if the child is consistently losing 2 minutes of break due to behaviour.**

If a child displays persistent, low level behaviour in the class, staff must take time to consider what the learning and teaching experience is like for the pupil, with a view to intervening with modifications.

Step 1. Reminder. A reminder of the three simple rules (ready to lead, ready to learn, ready to participate) delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage.

Step 2. Caution. A clear verbal caution delivered privately, wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, “Think carefully about your next step.”

Step 3. Last chance. Speak to the student privately and give them a final opportunity to engage. Use 30 second script below. Offer a positive choice to do so and refer to previous examples of good behaviour. (30 second script taken from Dix (2017) pp94 – 95)

I noticed you are...(having trouble getting started/struggling to get going/wandering around the classroom...)

It was the rule about lining up/staying on task....that you broke.

You have chosen to (move to the back of the class/catch up with your work at lunchtime...)

Do you remember last week when you (arrived on time every day/got that positive note...)

That is who I need to see today...

Thank you for listening. (Then give the child some take up time)

Always attach ‘Stay behind two minutes after class’ to this step. That two minutes is owed when the child reaches this step, it is not part of some future negotiation on behaviour. It cannot be removed, reduced or substituted.

Step 4. Time out. Time out might be a short time outside the room, on the thinking spot or at the side of the playground. It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves.

Step 5. Repair. This might be a quick chat during daily mile or it might involve another member of staff taking your class whilst you have a restorative chat with the child.

For P5 – 7 Impositions (Dix (2017) pp 119 – 120)

If a child needs to catch up or payback time lost in learning, then a simple imposition is quick, effective and takes no precious time away from staff. Impositions are additional work that must be completed that evening, countersigned by the parent and returned first thing in the morning. The parent is able to see that there are expectations which are not being met, the child understands that there are natural consequences for not completing work and the responsibility for making up time is left with the child, not the adult.

“X did not to complete this task in class today. Please return for 9am tomorrow morning.

Parent/carer signature_____”

Restorative Approaches – if this intervention is necessary parents must be informed

We will use the questions below to support everyone in our school community to problem solve in a solution focused way. Restorative approaches are very effective when harm has been caused as they provide a framework for adults and pupils to discuss what has happened, the impact or effect of this can plan a clear way forward together. A restorative approach is all about relationships – making, maintaining, and, when necessary, repairing relationships. The section below is lifted from Dix (2017) pp128 – 131 If this is needed, call for SLT who can take your class to give the class teacher the opportunity to work through the questions 1:1 with the child.

What happens during a Restorative Conversation?

P1 – 3 Two questions is enough. P4 – 7 Five questions is enough. Choose your restorative 5 from the selection below. Write them down and keep them handy. Remember in-between their truth and your truth is *the* truth.

1. What happened?

Listen carefully without interrupting or disagreeing. Give your account equally dispassionately. Go slowly and step carefully.

2. What were you thinking at the time?

This helps the pupil reconsider their actions and replay their thought processes. It may not be obvious to the child that their initial thoughts might have sent them down the wrong path.

3. What have you thought since?

Many doors are opened through this question that might allow the pupil a change of attitude, a shift in explanation or even the possibility of an apology. You may need to help them tease them out.

4. How did this make people feel?

It is important to shine a light on this. We want to make sure the child has the opportunity to consider others. To think about the impact of their behaviour on classmates who were worried by their anger, visitors who were shocked or younger children who were scared.

5. Who has been affected?

They may need gentle encouragement to see beyond themselves to the bigger picture: ‘What about X who hates loud, sudden noises? What might mum say?’ The more you ask this question, the easier it becomes for the student to answer it. In time the reflective routine might pop into their head during the incident, perhaps before they act. You are teaching them to use their conscience.

Ask them to list who has been impacted, remarking, “That’s quite a lot of people who have been affected isn’t it?”

6. How have they been affected?

7. What should we do to put things right?

8. How can we do things differently in future?

Instances when management must be contacted immediately and the child will be asked to leave the classroom immediately; if a child causes physical harm to another child, damages property and resources or uses unacceptable language/threatening language. Calling management will provide the class teacher with the opportunity to have a restorative conversation with the child. Parents must also be informed by the class teacher if this occurs.

Leadership for all

Pupils will have opportunities to actively participate in activities relating to the ethos and wider life of the school. The following committees have been established to involve pupils in decision making and share responsibility: House Captains/Vice Captains; SIP groups.

Class teachers will:

Deal with all behaviour in their class. If support is needed management will be called for to either stand at the side of the class teacher as they speak to the class/individual or they will take the class to give the class teacher the opportunity to have a restorative conversation with the child.

SLT:

In addition to contacting the parent/carer as a result of behaviour that has made a restorative conversation necessary, it may be that they are asked to attend the school immediately.

Decide on sanctions/next steps. These include fixed term exclusion, pupil risk assessments, close supervision plan, pupil management plan.

Senior leadership team **may** report incident to the QIO or submit a request for assistance to education partner or external agency (Link educational psychologist, EDC wellbeing support team, CAMHS)

Schedule follow up meeting with parents/carers and child to agree clear targets and a plan for reviewing these.

Specialist/visiting teachers

Specialist Teachers/visiting teachers will be issued with a copy of the policy.

Parents/Carers

Our policy is dependent on positive and productive partnerships with parents/carers. We have shared responsibility. The welfare of the children is our primary consideration. If parents have concerns regarding discipline (or any information they wish to share regarding home circumstances that may influence their child) they should feel comfortable in discussing this with the teacher, or member of the leadership team with pastoral responsibility for their child's stage.

Children should be encouraged by parents to come to school with a willingness to co-operate with others and accept responsibility for their own behaviour. Parents should ensure that their children know the standard of behaviour expected of him/her in school and understand the consequences of not acting responsibly.

Anti-Bullying Policy

This policy compliments our Anti-Bullying policy.

Policy reviewed October 2022