

Southmuir Primary School

Positive Behaviour and Relationships Policy



Revised August 2018

Review May 2019

Rationale

Effective learning and teaching occurs in a well ordered environment where everyone knows what is expected of them and works together. To achieve high standards we need to work consistently to support our pupils to meet our high expectations. Effective learning and teaching also depends upon a foundation of good working relationships between pupils and staff, between staff and between pupils. Our policy supports The Angus council policy for Getting It Right in Angus Schools - Better Relationships, Better Learning, Better Behaviour in Angus Schools. Which can be accessed at:

[http://staffnetlive/Policies/PoliciesAtoZ/BR BL BB Pupil Consultation/BR BL BB.pdf](http://staffnetlive/Policies/PoliciesAtoZ/BR_BL_BB_Pupil_Consultation/BR_BL_BB.pdf)

Aim

The aim of this policy is to support both staff and pupils to create a whole school learning environment which encourages every pupil to feel safe, respected and to develop a passion for learning and achieve their fullest potential.

Objectives

- To ensure that high standards and expectations are set for all pupils.
- To support pupils in achieving high standards of behaviour enabling effective learning and teaching to take place.
- To empower teachers and support staff by providing a supportive framework for positive behaviour management.
- To promote a consistent approach to behaviour management throughout the school.
- To engage parents/carers as partners in promoting and supporting good behaviour.
- To build and repair positive relationships through the use of restorative practices.

Key Principles

- Behaviour management is the concern of everyone at Southmuir Primary School.
- Behaviour management cannot be separated from effective learning and teaching. Effective learning and teaching are easier to achieve when we have a positive ethos, positive relationships and good discipline.
- Every pupil in Southmuir Primary School is entitled to education of the highest quality and where pupils are educated in a well-ordered stimulating environment this entitlement is enhanced.
- Our aim is for Southmuir Primary School pupils to learn in an environment where relationships are valued, strengths are identified and focused upon, and genuine interest is demonstrated.
- Every member of our community is of equal worth and is entitled to respect.
- We are committed to working in partnership with parents/carers and relevant outside agencies to assist our pupils achieve high standards of behaviour.
- We are committed to the systematic and regular monitoring, evaluation and review of standards of behaviour in the school and the impact of the policy itself.

The Policy in Practice

1. Expectations and Rules

Pupils must be clear in the certainty that every member of staff will respond to behaviour in a consistent manner and that time will be given to restore relationships where necessary. Consequences for negative behaviour aim to modify and improve that behaviour and make amends for any harm caused.

Each classroom prominently displays their class rules. The routines and expectations of staff are clear and all pupils are made aware of and understand their responsibilities. The rules are there to support pupils and staff in achieving high standards of behaviour and a consequent improvement in the quality of learning, teaching and attainment.

Outside, the school rules are displayed prominently throughout the school and grounds and apply to all pupils. All staff have the responsibility of contributing to positive behaviour management in classrooms, corridors and public areas

throughout the school by recognising positive behaviour and effort and by responding firmly to unacceptable behaviour. Staff should deal with incidences of misbehaviour outwith the classroom by using the ladder of consequences.

2. Roles and Responsibilities

Teaching Staff

At all levels staff have a specific responsibility to work within the Positive Behaviour and Relationships Policy and to ensure that it is implemented consistently and fairly. All teachers will help to establish and promote a positive school ethos both within and without the classroom by:

- Consistently implementing school expectations by following the school behaviour management procedures.
- Building positive relationships and identifying and agreeing clear boundaries
- Having high expectations of pupils' behaviour which allows effective learning and teaching to take place.
- Regularly reinforcing the expectations of behaviour and acknowledging success wherever possible.
- Being aware of pupils needs and using identified strategies to support and encourage positive behaviour.
- Using Restorative Approaches to address issues.
- Tracking and monitoring pupil behaviour and progress.
- Evaluating practice, and accessing support from colleagues and opportunities for CLPL.

Class Teachers have an additional opportunity to build positive relationships and track and monitor pupil behaviour and progress across all curriculum areas. Teaching staff have an important role in the early intervention of low level misbehaviour.

Support Staff

Support Staff will also:

- Alongside the class teacher, follow SPS Ladder of Consequences to support the child to promote positive behaviour within the classroom and school grounds.
- Provide appropriate levels of intervention to support the pupil as an independent learner.
- Support pupils' preparation for classes, as agreed with the class teacher.

The Senior Leadership Team

The Senior Leadership Team (SLT) will provide advice and assistance whenever necessary to all members of staff. The tenor of the advice and assistance will be to empower the member of staff and to emphasise to pupils that they must co-operate with staff.

The Senior Leadership Team will;

- Follow the Ladder of Consequences consistently
- Ensure that every teacher introduces and implements the Positive Behaviour and Relationships policy and procedure with pupils.
- Ensure that the policy and procedures are implemented consistently by providing support and advice to staff.
- Induct new staff to the policy and procedures.
- Work with Additional Support Needs Staff to implement appropriate actions.

- Use learning visits to monitor and provide supportive feedback in relation to classroom management as part of agreed quality assurance programmes.
- Discuss behaviour and relationships as a standing item at staff meetings, share and analyse relevant data, and agree action with staff.
- Work with all staff to achieve the school's commitment to sustain high standards of behaviour, giving advice and support.
- Advise pupils and parents of the Positive Behaviour and Relationships Policy and seek their views and support
- Support staff with a relevant training programme and CLPL activities

3. The Relationship with Parents/Carers

Parents/carers will be provided with a range of information to give them a clear understanding of the school aims, code of conduct and expectations. They will also be made aware of the consequential sanctions to be used. We recognise the major positive influence parents/carers can have on pupil behaviour and we undertake to provide parents/carers with regular timely information on their child's behaviour, effort and motivation. Parents/carers will be consulted at an early stage when a pupil's behaviour, effort or motivation is causing concern.

4. Positive Approaches/Growth Mindset

All members of the school are expected to help maintain an atmosphere conducive to learning with courtesy and consideration for others as basic requirements. We recognise the importance of teaching behaviour explicitly through the curriculum and implicitly through example. The object of positive behaviour management is not to punish or to keep the child under control but to help them learn how to behave more acceptably. Encouragement and praise are an essential part of positive behaviour. Verbal praise and encouragement should be used often and in every lesson, praising effort rather than ability or result alone.

Pre-empt the Behaviours – Staff should always try to pre-empt the behaviours of children and try to recognise behaviour patterns and triggers which can often lead to inappropriate behaviours being displayed. When planning lessons think of possible triggers and be prepared with a behaviour plan making use of the ladder of consequences.

Clear Expectations – Staff should make their expectations of behaviour clear to pupils from the very beginning and involve them in discussion around the classroom rules and what they mean in their classroom. Classroom rules should be displayed clearly at all times and pupils should be referred to these rules on a regular basis to remind them of the standard expected. Staff should model these rules through their own behaviour.

Praise - This includes making a determined effort to highlight good behaviour and using encouraging language and actions to acknowledge it, for example commending a group of pupils who are working well rather than chastising a group who are not.

5. Restorative Approaches

Many discipline issues result in inter-personal conflicts which leave people feeling angry, hurt and resentful.

When this happens the people involved need:

- A chance to tell their story and express their feelings.
- To understand how the situation happened and how it can be avoided in future.
- To feel understood and to find a way to move on and feel better about themselves.

Restorative Approaches allow for conflict to be dealt with in a way that meets these needs. The aim is to repair harm, rebuild relationships and help people to find solutions for themselves. This can change choices people make in the future as mutual respect and consideration develops.

Restorative conversations and language will be used on a daily basis throughout the school to contribute towards creating a safe and nurturing environment. These conversations allow staff and children to talk about problems where harm, rather

than blame, can be the focus and next steps to repair the harm caused can be identified. This conversation will be based around our “**Five Magic Questions**”:

1. Can you explain what happened?
2. What were you thinking at the time?
3. How were you feeling at the time?
4. Who do you think has been affected by this?
5. What can we do to fix this situation?

Staff are encouraged to use these questions and approaches when dealing with conflict.

6. Class Dojo and Golden Time

Each class will use the ClassDojo system to keep track and share achievements with peers and families. SLT also have access to each class' information.

ClassDojo is a tool which enriches communication between home and school. Each class has a class story page where information and / or snap shots of the children's learning experiences in school can be shared. Teachers should add one piece of information to their class story as a minimum per week. More may be added at the teacher's discretion. Parents/carers have logins so they can view their child's achievements from home. There is an instant messenger tool that can be used to enhance communication between class teachers and parents/carers.

Our whole school approach will focus on the promotion of positive behaviours. These will be discussed at the beginning of the year in consultation with children, displayed in each class and shared with parents. Examples of this could be

- Being kind
- Being hard working
- Being polite
- Being honest
- Working together

Class Rewards

Each teacher will consult with their class to create a reward system for an accumulative reward. Our whole school approach will be linked to **Golden Time**. Golden Time is weekly timetabled slot (usually a Friday afternoon for 30 minutes 2:30 – 3pm) where the children can choose from a variety of activities. Teachers and support staff will follow SPS Ladder of Consequences for behaviour which may result

in Golden Time being reduced for the child. If this is the case, the child will either sit out for the agreed time or use this time to complete a reflective task.

There will be a weekly Southmuir Superstar from every class who will receive a certificate at Assembly in front of the whole school. This certificate will recognise individual achievement within school or within the wider community. There will be times when staff are asked to select a child based on a particular area eg maths, literacy, science.

7. Recognising and Responding to Poor Behaviour

Consequences are part of our strategy to influence and reinforce positive pupil behaviour. Consequences are used to:

- Respond to specific instances of misbehaviour.
- Give a clear message to pupils that disruptive, distracting or dangerous behaviour will not be tolerated.
- Improve pupil behaviour.

It is important that pupils understand and accept the purpose of consequences. It is equally important that consequences are seen to be complementary to our system which recognises positive behaviour and hard work, and values positive relationships. It is also important that as far as possible consequences are applied consistently and fairly.

8. The Ladder of Consequences

A 'Ladder of Consequences' (Appendix 2) has been developed to ensure that everyone is aware of the list of sanctions available at different levels within the school and to provide a basis for consistency of practice. The point of entry to the ladder of consequences is dependent upon the seriousness of the misbehaviour. Formal consequences, when used, will be recorded to identify emerging patterns of behaviour.

All staff have responsibility for implementing the consequences at their disposal before referring onwards. Feedback will be given on all referrals to SLT.

Guidance on the Use of Consequences is provided on the Ladder of Consequences.

Examples of behaviours which would fall within the Ladder of Consequences are included in Appendix 3. This list is neither exhaustive nor prescriptive.

- **Reflective Tasks**

Class teachers may issue reflective tasks to be completed during class time or at playtime, that encourage pupils to reflect upon the consequences of their behaviour and the harm caused. This will be supplementary to any academic work that is being taught that day.

- **Buddy Class**

2018 Buddy classes are attached in Appendix 4

Occasionally, it may be necessary to remove a pupil from class at short notice and place him/her in a neighbouring class. Each class will have the facility of using a Buddy Class where a child may be sent to continue their work in a time out area. This will be for 15 minutes and will be recorded with a sand timer. A restorative conversation may be required before returning to the class.

- **Supporting your child in school**

When children are finding it increasingly challenging to follow school and social rules we may ask for support from the family. This will be timetabled sessions in school to work with your child in his/her class. The aim is to reinforce the link between home and school with shared expectations and standards of behaviour.

- **Internal Exclusion**

A member of SLT may decide to internally exclude a pupil. The pupil will be withdrawn from mainstream education for a limited period of time and will work with staff agreed. In some situations it may be more appropriate to exclude a pupil from the school grounds during the lunch hour. In this instance a parent or carer will be required to sign a pupil in and out of the school.

- **Formal Exclusion**

Exclusion is a formal legal process. Its use is seen as a way of helping to find a solution to a problem, rather than being a solution in itself. The exclusion procedures will be implemented when a pupil has been involved in very serious misbehaviour, or repeated misdemeanours have taken place, and the pupil is not responding to support from staff; or where parents are not supporting their son/daughter to comply with the rules of the school. This is a temporary exclusion as set out in the Angus Council Policy on temporary exclusion from school. All decisions on exclusion from school are taken by the Head Teacher. The re-admission meeting gives parents and pupils the opportunity to consider the behaviour which led to the exclusion and to agree on an action plan to avoid similar incidents in the future. Following re-admission, a restorative meeting, involving relevant pupils and/or staff may be

convened by the SLT prior to the pupil being returned to class and the pupil's behaviour will be monitored for at least 4 weeks by their teacher.

9. Classroom routines

All staff are encouraged to follow the same, consistent classroom routines. A consistent approach to the way in which staff begin and end all lessons will support good behaviour management throughout the school.

10. School Uniform

Wearing school uniform is an important way of showing pride in the school. Pupils who are proud of their school are more likely to work hard and behave well. Staff at all levels have responsibility for promoting school uniform by regularly praising pupils who are wearing school uniform, and by constantly reminding pupils who are not. SLT members may contact parents/carers of pupils who are not wearing full school uniform (Appendix 5) to discuss the issue and to offer assistance where necessary.

11. Bullying

The bullying of another pupil will be treated very seriously in accordance with the Angus Council Anti-bullying Policy. This can be found at:

<http://staffnetlive/Policies/PoliciesAtoZ/AntiBullying/Policy%20Document.pdf>

At Southmuir Primary School there is in progress a Parent Partnership Group aimed at reviewing existing and developing new policies alongside Angus Council Anti Bullying Policy.

12. Violence and aggression

Incidents of violence and aggression towards staff and children where physical or serious verbal assault is carried out will be recorded in line with Angus Council Violence and aggression and accident at work policies.

Appendix 1 – Routines and Rules

These will be reviewed in line with the Southmuir Standard

Classroom Routines

- Pupils should arrive at class promptly.
- Staff should be at visible greet pupils and monitor corridor behaviour.
- Pupils should enter quietly and remove all outdoor clothing including hooded tops.
- At the end of the lesson should wait in the classroom until they are dismissed. The bell is a signal for teachers not pupils.
- Be prepared for class with appropriate items.

Whole School Rules

- Be kind.
- Be hard working.
- Be polite.
- Be honest.
- Work together.

Out of class Rules

- Follow all instructions given by staff.
- Walk in an orderly and sensible manner.

Appendix 2 – Ladder of Consequences

The level you enter will depend upon the severity of your behaviour

Level 1

If your behaviour is causing disruption in class;

You will be given a verbal warning

You will be asked to move seat / area of the playground for an agreed time

You will be removed from the class / area to be spoken to by the adult responsible

You will lose a dojo/marble or equivalent

Teachers may communicate your behaviour to family / carers.

Level 2

If you do not change your behaviour after level 1 consequences, **you will follow level 2 in any order**

You will be sent to a buddy class / removed from playground area, for 15 min

You will lose golden time / time out in the playground, in 5 minutes increments

You will lose all of playtime – inform mgmt. for supervision

You will be given a reflective task, decided by the adult, to complete

You will take part in a parent / teacher/ pupil conference

Level 3

If you do not change your behaviour

You will be sent to SLT to discuss your behaviour

You will take part in a restorative conversation

You will have a consequence put in place, decided by SLT

Your parents / carers will be phoned to come into school to meet with SLT to discuss your behaviour

You, school and your family will agree a behaviour contract

Level 4

Your parents / carers may be asked to support you in school

You may be excluded from attending class

You may be excluded from attending school (work will be issued home)

A stage 2/ 3 meeting will be arranged to look at what support can be offered form partner agencies

Appendix 3 – Behaviours relating to Ladder of Consequences

LEVELS OF INAPPROPRIATE BEHAVIOUR

Level 1 Behaviour – will be dealt with by the class teacher. If persistent it may become a level 2.

Level 2 Behaviour – will be dealt with by class teacher. If persistent it may become a level 3.

Level 3 Behaviour – will be dealt with by SLT.

** Most behaviour will initially be dealt with by teacher who is in the class at that time, however, if persistent may be escalated eg swearing in the first instance should be dealt with by the teacher following the agreed sanctions, when they have been exhausted then the child could be escalated to Level 3.

Levels 3 and 4 behaviours can be addressed by SLT immediately

Level 1	Level 2	Level 3	Level 4
Not staying in seat	Being impolite to peers	Bullying	Excessive and /or persistent level 3 behaviours
Hiding others belongings	Being impolite to staff	Physical aggression / fighting	
Pushing peers	Out of school boundaries at breaks (SPSA)	Running out of school	
Refusing to listen to teacher	Rude to staff	Consistently refusing to join class	
Answering back	Writing on school property	Hitting any member of staff	
Teasing others	Destroying school property		
Name calling	Destroying others work		
Telling tales	Intimidation of peers		
Annoying peers	Using hands / feet to hurt		
Refusing to follow			

teachers instructions			
Swearing			
Eating in class			
Failure to complete class work			
Rude gestures			
Shouting out in class			
Distracting others from work			

Appendix 4 - Buddy Classes

The following arrangements have been requested by staff for 2018.19 session:

P1 M	P6/7
P1W	P4
P2	P3
P3	P2
P4	P1W
P5	P7
P6	P7
P6/7	P1M
P7	P15

Appendix 5 – School Uniform

- **Blue school sweatshirt with school logo**
- **School tie**
- **White/Blue shirt or blouse**
- **Navy blue/black trousers / skirt**
- **Appropriate school shoes**