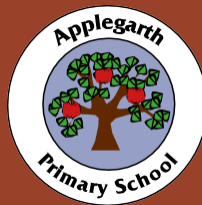




Applegarth & Hutton Primary Schools



Policy Statement on Behaviour Management



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AIMS & VALUES

The aim of this document is to state the agreed principles which form the basis for the school's practices and policy for positive behaviour management, that is the setting and attaining of acceptable standards within school. It is closely linked to the school's VISION which is to support and challenge our pupils in

- Learning to know
- Learning to do
- Learning to be
- Learning to live and work together

and it arises from the school's VALUES where we strive to provide a positive, nurturing learning environment and every pupil is expected to be

READY, RESPECTFUL and SAFE

These Values were amended in 2019 following consultation with staff, pupils and the Parent Council in order to better reflect our approach to the positive management of behaviour.

Good discipline is achieved by the development of social and personal values, beliefs and attitudes of all within the school community and our policy is firmly grounded the **ethos** of Paul Dix's 'When the Adults Change, Everything Changes: Seismic shifts in school behaviour' **which focuses on;**

- **Consistent, calm adult behaviour**
- **Attention FIRST for best conduct**
- **Established and consistent routines**
- **Scripting difficult interventions**
- **Restorative follow-up to events.**

In our partnership we believe that these include tolerance, politeness, consideration, care and respect for others and their property.

The values contained within this policy statement therefore reflect our new values of **READY, RESPECTFUL and SAFE** as stated in the School Handbook and in the School Improvement Plan.

In particular, each pupil:

- is valued as an individual
- will develop respect and care for themselves
- will develop respect and care for others
- will see adults and older children leading by example.

This policy statement outlines:

- the school's expectations of positive behavior
- the need for positive behavior
- the roles of all those responsible for pupil behavior
- procedures for responding to unwanted behaviour.

Behaviour Expectations

The school subscribes to the view that boundaries should be expressed positively rather than negatively, thereby conveying an expectation that pupils will behave well, rather than that they are likely to misbehave. Negative rules are reactive, require enforcement and set up expectations of confrontation and punishment.

This attitude is inconsistent with our general policy of promoting a positive ethos and values of being

READY, RESPECTFUL AND SAFE

The expectations for positive behaviour are discussed with pupils regularly in a variety of settings as part of our Health & Wellbeing curriculum , including circle time, ‘Let’s Talk’ time, Working With Others (WWO), Emotion Works, *Respectme* activities, class discussions and whole school assemblies, so that they fully understand what they mean and why they are necessary.

The Need for Positive Behaviour

In partnership with parents we aim to promote positive behaviour as an integral part of our positive school ethos which, in turn, fosters positive attitudes in the learning and teaching environment.

It is necessary for children's safety and their sense of wellbeing.

Through responsible attitudes toward behaviour pupils learn respect for, and tolerance of, others.

Those Responsible for Positive Behaviour

As previously stated, discipline in school is concerned with the personal and social development of individual pupils and takes a Rights-Based approach which covers all aspects of a child's life. It cannot, therefore, be undertaken by school alone but must be shared by our school community including, pupils, parents and staff. This approach reflects the rights laid out in the United Nations Convention on the Rights of the Child (UNCRC, 1989) and is supported by the Children and Young People's Commissioner for Scotland (CYPCS) and Getting It Right For Every Child (GIRFEC, 2017).

Learning and Teaching

Within school the importance of effective learning and teaching is recognised as being central to the achievement and maintenance of good behaviour. The school fosters positive attitudes towards the learning environment and towards relationships with others. Issues with particular relevance to the promotion of positive behaviour are contained below:

1. A relevant curriculum is provided for all children through the Curriculum for Excellence. This includes our Health & Wellbeing curriculum which encompasses, and regularly explores, Relationships and Mental, Emotional, Social and Physical Wellbeing.
2. Through clear assessment and planning procedures, the wide range of individual pupil needs is continuously evaluated and recognised.
3. The importance of the physical environment of the school and classroom in positively influencing pupil behaviour and motivation is recognised.

The role of school staff

1. Positive relationships among pupils and staff are fostered by communicating successes and achievements with pupils, giving praise to develop self-esteem, using a variety of strategies and resources
2. The importance of teacher expectations is recognised as being a crucial influence on pupils' behaviour and performance.

School staff will actively promote positive behaviour by accepting responsibility for the behaviour of all school pupils both outside and inside the classroom.

They will base this responsibility on commonly agreed expectations as set out in the school's values of **READY, RESPECTFUL and SAFE**.

When dealing with incidents of unwanted behavior, special account should be taken by staff if a child has been diagnosed or it is noted that they have very specific needs. By the nature of this exception, it may appear, at times, that staff react in an inconsistent manner. However, these pupils will be supported through a variety of interventions, for example, SocialStories™.

The Head Teacher's role is to:

1. Support all staff in the implementation of the policy.
2. Ensure that facilities exist for regular monitoring, evaluation and review of the policy within the school development plan.
3. Meet with parents and, in some cases, outside agencies to find strategies to promote positive attitudes.

Sharing responsibility with parents

It is clear that parents and school share common ground regarding their children and about the fostering of good behaviour. The school recognises the contribution that parents make to the education of the pupils in our community. It is important that parents and schoolwork together to help children achieve their full potential. This partnership is as important in the area of behaviour as it is in their achievement in curricular areas.

With this in mind, parents/carers and school staff can make use of 'Restorative' approaches to dealing with unwanted behaviours.

In school staff make use of Restorative Questions which support pupils in understanding and dealing with their behaviour. In order to build a consistent approach between school and home parents may also wish to adopt this approach.

RESTORATIVE QUESTIONS:

- Are you ready to talk about what has happened?
- What happened?
- What were your thoughts at the time?
- What have been your thoughts since?
- Who has been affected by what happened?
- How have they been affected?
- What can we do to make things right?

To further this shared responsibility this school endeavours to:

- create an environment in which parents feel welcome and able to raise concerns about their children's education.
- give regular, positive and constructive information on pupil's work and behaviour, also giving parents the opportunity to respond.
- give parents clear and regular information regarding school activities.
- make contact with parents of pupils who are experiencing difficulties, either with work or behaviour.

The responsibilities of pupils

Pupils are expected to be aware of the school's values of **READY, RESPECTFUL and SAFE**, the school's expectations of their behaviour and the importance of this to everyone's wellbeing. They should also be aware of their rights and their own responsibility not to breach the rights of others.

In acceptance of these standards of behaviour and responsibility, pupils should work conscientiously in school and at home. They should always co-operate with staff and show consideration, respect and care for others.



Safer Schools App

With this partnership approach in mind, the school will be using the Safer Schools App which can be downloaded for mobile devices from App stores.

The App provides dynamic, up-to-date content for the whole school community through its tailored features, for example, School Newsfeed and Online Safety Centre

Dealing with unwanted behaviour

When problems occur and the school's values of **READY, RESPECTFUL and SAFE**, and expectations of behaviour are not met, the school has several procedures for dealing with situations.

First and foremost, the school will adopt the 'Attention first for good conduct' approach, where attention is drawn to positive behavior rather than highlighting negative behaviours. This approach helps to build a culture where there is an expectation of positive behavior within the school community.

Most problems are solved by a restorative discussion with the pupil(s) concerned. Although this procedure can be time consuming, it is felt that the main benefit - a fair solution agreed by all those involved - contributes to more positive outcomes.

Other strategies may help to resolve an isolated incident, for example, separating pupils who do not get on well together in class.

Occasionally some behaviours are more serious. Where pupils exhibit behaviour which is considered to be disruptive towards others in the class or fails to meet behaviour expectations on repeated occasions.

Again, when dealing with incidents of unwanted behaviour, special account should be taken by staff if a child has been diagnosed or it is noted that they have very specific needs. By the nature of this exception, it may appear, at times, that staff react in an inconsistent manner. However, these pupils will be supported through a variety of interventions, for example, Social Stories™.

Exclusion from School

Whilst the school strives to ensure inclusion for all, in extreme circumstances some behaviours may result in exclusion from school. In this situation parents would be informed.

Bullying Behaviour

In line with guidelines from this Council's Department for Education Respect for All Anti-bullying Guidelines (2018), it is appropriate that special reference should be made to bullying and the threat which this represents to the education and wellbeing of pupils.

The staff of the school, both teaching and non-teaching, are committed to taking action on this form of behaviour and this document therefore makes it clear that any form of bullying behaviour is unacceptable and is a breach of children's rights (UNCRC, 1989). Our school community will adopt a holistic approach to bullying, regardless of type, which echoes the values of Respect for All (2017)

- Fairness
- Respect
- Equality
- Inclusion.

The kinds of behaviour that count as bullying

'Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. This is what we term as their sense of 'agency'. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online'

(Respectme (2015) in Respect for All, Scottish Government, 2017)

Bullying behaviour can take many forms of repeated behaviour or it can be a one-off incident, but the threat will be sustained over time - a bullying incident only has to happen once but may have a lasting impact (Respect Me, 2016).

It may be physical, e.g. hitting, pushing, kicking, but is not necessarily restricted to events which cause the individual actual pain or injury, for example damaging someone's property.

It may also be directed at a verbal or emotional level e.g. name-calling, teasing, making derogatory remarks or deliberately excluding. The important feature of a definition of bullying is the effect that it has on the individual and their perception of what has happened. The effects can vary greatly, from unhappiness or distress which, with appropriate action by a member of staff, can be alleviated fairly quickly, to the more serious situation where individuals suffer from loss of sleep, appetite, concentration, increased absence, or fear of going to school.

It is not the INTENT but the IMPACT which is the main consideration in cases of bullying.

Prejudiced-based bullying behaviour

This occurs when individual's prejudices motivate bullying behaviour, where actual or perceived 'differences' become a target.

Examples are racism, sexism, homophobia and discriminating against those with a disability. They could also include a young person's appearance, socio-economic background or the fact they are 'Looked After' or may be a 'Young Carer'.

However, prejudiced-based bullying can be based on any unique characteristic, some of which are protected by the Equality Act (2010) and seven of which apply across education.

- Disability
- Sex (Gender)
- Gender Reassignment (Transgender)
- Pregnancy and maternity
- Race
- Religion or belief
- Sexual orientation

Equality and Human Rights Commission (2014)

Dumfries and Galloway Respect for All Anti-bullying Guidelines (2018)

As such, incidences of bullying that involve protected characteristics are subject to the law and may contribute to a criminal offence such as Hate Crime. It is important for children and the school community to understand this in relation to the age of criminal responsibility.

Online bullying

Respect Me (2010) define online bullying as “bullying behaviour that takes place via mobile phones or over the internet through e-mails, instant messaging and social networking sites”, including gaming platforms. This definition highlights that it is not separate to or discrete from more familiar forms of bullying that take place face-to-face. Rather, online bullying may be an extension to such behaviours, or it may be that behaviours of the same nature are carried out using alternative means of contact via the use of technology (DCFS, 2009; Smith et al., 2008).

Forms of online bullying

In line with Dumfries & Galloway’s Respect for All Anti-Bullying Guidelines (2018), despite differences in appearance due to the involvement of technology, instances of online bullying may involve the same forms of bullying behaviour. For instance:

- Threats or hurtful remarks (e.g. by texts, e-mails or on message boards or gaming platforms)
- Harassment (e.g. in on-line chat rooms, via e-mail, phone calls, texts, message boards or gaming platforms)
- Exclusion (e.g. on social networksites or gaming platforms)
- Manipulation (e.g. using pictures, videos or previously recorded messages) or
- Theft or damage to property (e.g. presenting someone’s work as your own (plagiarism) or deleting homework assignments).

Additionally, it should be remembered that online bullying behaviours, like some prejudiced-based bullying, can contribute to criminal offences.

As with positive behavior expectations, the subject of bullying behaviour, including online bullying, is addressed as part of our ongoing Health & Wellbeing curriculum, which includes Circle Time, ‘Let’s Talk’time, Working With Others (WWO), Emotion Works, *Respectme* activities, class discussions and whole school assemblies.

Why do people exhibit bullying behaviours?

There are a number of acknowledged variables that might lead someone to exhibit bullying behaviours.

These could include:

- experiences within settings which accept bullying behaviours
- feeling a need to gain control and/or exercise power in a situation
- having been subjected to bullying behaviours themselves
- perceiving it as a joke
- failing to see or read the impact
- having seen an influential person modelling bullying behaviours

What staff, pupils or parents should do if they see or are told about bullying taking place

As part of the school curriculum, the school will deal with issues about relationships with others, including the subject of bullying. This may take the form of an Assembly or be tackled as a class lesson, circle time, WWO, or using a variety of resources which have tasks and activities to develop awareness about bullying and equip pupils with appropriate coping strategies relevant to all stages of the primary school. It is regularly and openly discussed, and it is hoped that this approach increases children's awareness of the unacceptable nature of bullying. This includes the fact that bullying should not be given an audience by 'bystanders', through 'joining in' or be allowed to continue through inaction.

One important message for pupils is that they should tell a member of school staff if they are unhappy about a situation. Pupils are also encouraged to speak up about incidents of bullying whether they are involved, a witness or have been told about an incident by someone else, e.g. a friend. Opportunities to do this are encouraged through 'Let's Talk' time.

If parents are in any way concerned about their child being bullied at school, then they should contact the school.

Whilst the school addresses the issues highlighted in this document through the curriculum, where incidents occur out with school, for example in transit to/from school or cyberbullying whilst at home, the school will deal reported incidents if appropriate.

Likewise, if as a parent/carer, you feel that any event is a police matter do not hesitate to contact them.

EQUAL PROTECTION RIGHTS

On 7th November 2020 Scots law changed meaning that parents/carers in Scotland can no longer use physical punishment as a reasonable form of disciplining their child. Children now have the same rights as adults to be protected from any form of physical assault.

Everyone now has a duty to act if they witness or are aware of a child or young person being physically chastised. This is now a crime and if reported as such, will be investigated by the Police just like all other crimes.

As such, if the Head Teacher becomes aware of an incident which falls under the Children (Equal Protection from Assault) (Scotland) Act 2019, they are compelled by law to report the incident.

If staff identify a case of bullying, it is important to obtain accurate details, which involves talking to all parties and others who may be able to give information. (See Appendix 1 and 2) The Head Teacher is informed of all such incidents.

Parents of all parties are contacted so that the matter can be discussed fully and openly in school. In every case the school's priority will be to support those who are affected by bullying and to offer support and advice to those who are responsible. In most cases such action, which includes encouraging the child responsible for bullying behaviour to reflect on the effect of his/her behaviour on the individual, is sufficient to bring the matter to a close. In more challenging cases work may have to be undertaken on a longer-term basis to develop social skills and awareness of responsibilities in those concerned.

Following identification of an incident of bullying behaviour, staff will monitor the situation to evaluate the steps taken to resolve the matter. Parents will also be kept informed of the situation as it is followed through.

The school is required to keep records of incidents of bullying and these remain confidential to those concerned. They will not be retained in individual pupil files.

Additional supporting information from *Respectme* is available to all families via the school website.

CONCLUSIONS

The issue of reporting to parents on disciplinary matters is an important one. It would be unrealistic and unnecessary to expect staff to report every incident to parents, and it is hoped that the procedures outlined above give reassurance to parents of a commonly agreed set of principles upon which staff base the management of positive behaviour in school.

Finally, one single issue is worth emphasising in the matter of pupils' behaviour in school. In schools, where staff and parents have set the same standards for the children and support each other in achieving that standard, pupils are quick to appreciate these shared expectations and the impact of not complying with them. Research results show that in these instances few behaviour problems exist.

This school is fortunate in that a high level of partnership does exist between staff and parents and it is the aim of this policy to ensure that we all continue to work together for the benefit of the pupils.

APPENDIX 1

Recording Incidents of Bullying in SEEMIS

An incidence of bullying should be recorded as soon as possible after the alleged incident through the SEEMIS Bullying and Equalities module with regard to the Data Protection and GDPR, and passed to a relevant member of the Senior Management Team - Head Teacher, Principal Teacher etc.

Detail should include the following:

- 1. Basic Information: who dealt with the incident, to whom the incident was reported, the incident 'owner' and location, date & time of the incident.
- 2. Alleged Incident: details of all pupils involved.
- 3. Nature of Incident: whether physical or emotional, any relevant 'characteristics' (including protected), any details and additional information about the incident.
- 4. Monitor & Review: Assign a REVIEWER, DUE DATE and a COMPLETED date once reviewed. Views of BOTH parties recorded regarding their satisfaction & that of their parents.
- 5. Action Progressed: Record any ACTIONS taken & the incident conclusion

