

Busby Primary School
Promoting Positive Behaviour Policy
Revised August 2019

Busby Primary School Principles.

At Busby Primary School,

- We believe in respecting individuality and valuing everyone equally, irrespective of their abilities, interests or difficulties.
- We believe in the importance of building relationships and working together to create positive change.
- We believe that high expectations, within a caring and supportive community, can unlock potential.
- We believe in the right to feel safe and happy.
- We believe that learning is a life-long process.

Busby Primary School Values:

Respect

Responsibility

Honesty

Fairness

Courage

'Curriculum for Excellence cannot be delivered without good relationships and positive behaviour. Children and young people should feel happy, safe, respected and included in the learning environment and all staff should be proactive in promoting positive behaviour in the classroom, playground, and wider learning community. Underpinning this is the emotional health and wellbeing of staff.'

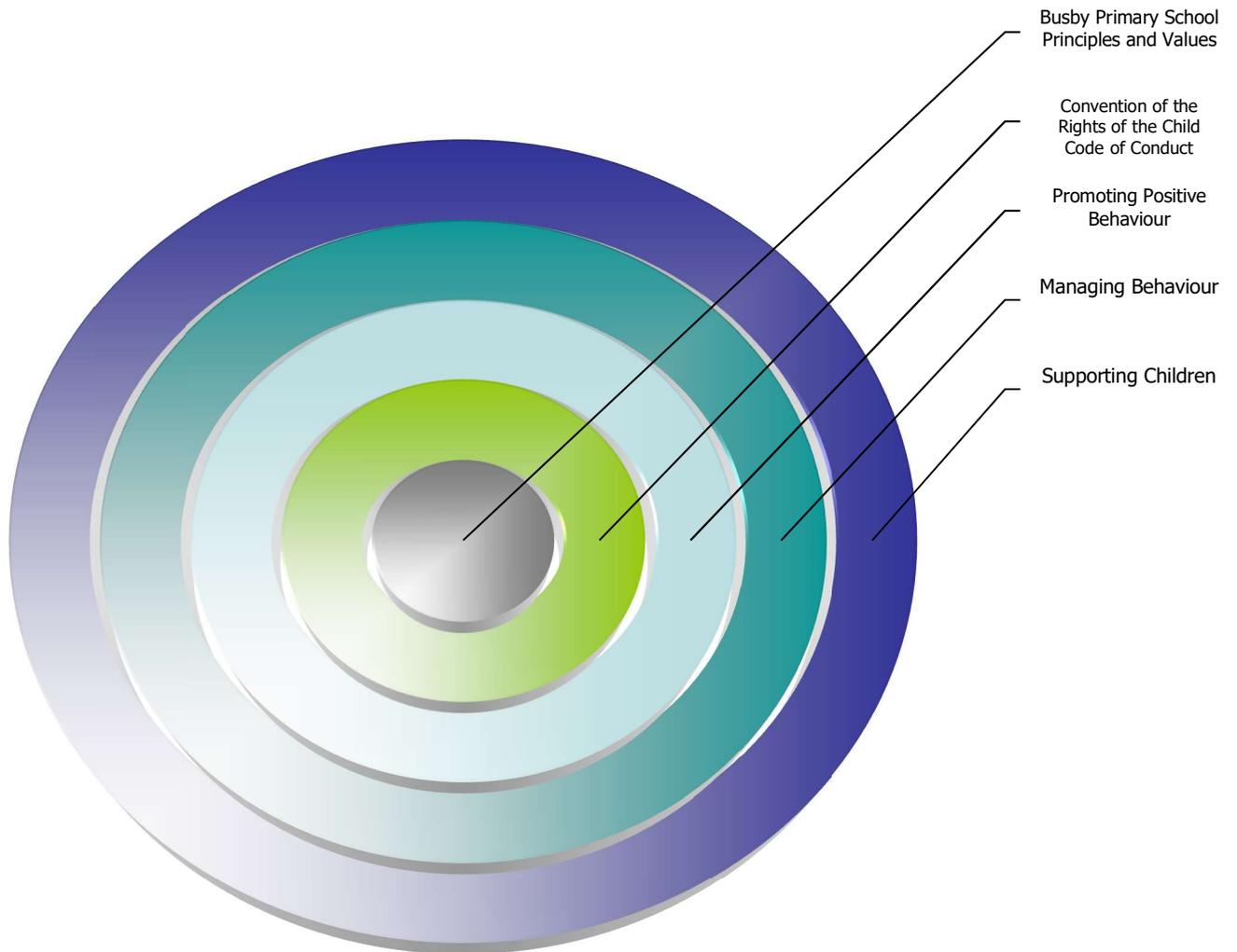
Building Curriculum for Excellence Through Positive Relationships and Behaviour

In response to this, the following policy outlines our school's approach to the following areas:

1. **Expectations:** The Convention of the Rights of the Child
Our school's Code of Conduct.
2. **Promoting Positive Behaviour:** Our whole school system for recognising and rewarding children's adherence to the Code of Conduct.
3. **Managing Behaviour:** Our school's preferred approach to minimising and responding to potentially disruptive behaviour (ranging from 'low-level' to 'serious incidents').
4. **Supporting Children:** Our whole school framework for meeting the Additional Support Needs of children, including those children who are

experiencing social and/or emotional difficulties, which may result in disruptive patterns of behaviour.

This is illustrated in the diagram below.



1. Expectations.

1.1. The Convention of the Rights of the Child

As a rights respecting school we are committed to meet the following standards

STRAND A: TEACHING AND LEARNING ABOUT RIGHTS

The United Nations Convention on the Rights of the Child (CRC) is made known to children, young people and adults who use this shared understanding to work for improved child well-being, school improvement, global justice and sustainable living.

STRAND B: TEACHING AND LEARNING THROUGH RIGHTS – ETHOS AND RELATIONSHIPS

Actions and decisions affecting children are rooted, reviewed and resolved through rights. Children, young people and adults collaborate to develop and maintain a school community based on equality, dignity, respect, non-discrimination and participation; this includes learning and teaching in a way that respects the rights of both educators and learners and promotes well-being.

STRAND C: TEACHING AND LEARNING FOR RIGHTS – PARTICIPATION, EMPOWERMENT AND ACTION

Children are empowered to enjoy and exercise their rights and to promote the rights of others locally and globally. Duty bearers are accountable for ensuring that children experience their rights.

1.2. How We Respect Children's Rights: Code of Conduct:

This is the vision we have for behaviour within our school.

- ❖ We will be kind and caring.
- ❖ We will be polite and show good manners.
- ❖ We will try our best in everything.
- ❖ We will let others learn.
- ❖ We will make safe choices.

The Code of Conduct is intentionally simplistic in language and can be applied to all stages.

It applies consistently across our school; in classrooms, in the playground, in the corridors and in the dining hall. **It is a Code of Conduct that will be modelled by the staff within our school.**

It will be clearly displayed and referred to positively throughout the school.

2. Getting It Right For Every Child:

What Getting it Right For Every Child in Busby Primary means for children, young people and families:

The *Getting it right for every child* values and principles build from the Children's Charter and reflect legislation, standards, procedures and professional expertise:

- **Promoting the wellbeing of individual children and young people**
This is based on understanding how children and young people develop in their families and communities, and addressing their needs at the earliest possible time.
- **Keeping children and young people safe**
Emotional and physical safety is fundamental and is wider than child protection
- **Putting the child at the centre**
Children and young people should have their views listened to and they should be involved in decisions that affect them
- **Taking a whole child approach**
Recognising that what is going on in one part of a child or young person's life can affect many other areas of his or her life
- **Building on strengths and promoting resilience**
Using a child or young person's existing networks and support where possible
- **Promoting opportunities and valuing diversity**
Children and young people should feel valued in all circumstances and practitioners should create opportunities to celebrate diversity
- **Providing additional help that is appropriate, proportionate and timely**
Providing help as early as possible and considering short and long-term needs
- **Supporting informed choice**
Supporting children, young people and families in understanding what help is possible and what their choices may be
- **Working in partnership with families**
Supporting, wherever possible, those who know the child or young person well, know what they need, what works well for them and what might be less helpful
- **Respecting confidentiality and sharing information**
Sharing information that is relevant and proportionate while safeguarding children and young people's right to confidentiality
- **Promoting the same values across all working relationships**
Recognising respect, patience, honesty, reliability, resilience and integrity are qualities valued by children, young people, their families and colleagues
- **Making the most of bringing together each worker's expertise**
Respecting the contribution of others and co-operating with them, recognising

that sharing responsibility does not mean acting beyond a worker's competence or responsibilities

➤ **Co-ordinating help**

Recognising that children, young people and their families need practitioners to work together, when appropriate, to provide the best possible help

➤ **Building a competent workforce to promote children and young people's wellbeing**

Committed to continuing individual learning and development and improvement of inter-professional practice

3. Promoting Positive Behaviour.

- *Our children have the best start and are likely to succeed*
- *Our young people are successful learners, confident individuals, effective contributors and responsible citizens*
- *We have improved the life chances for children, young people and families at risk*

*Building CfE Through **Positive** Relations*

3.1 A positive, shared responsibility:

It is both the individual and collective responsibility of all staff within our school to promote positive behaviour. Our whole school approach reflects this and details a reward scheme that actively involves all staff in identifying, praising and rewarding positive behaviour. The reward scheme is intentional in its approach; creating daily opportunities for positive, proactive interactions (rather than negative and reactive confrontations).

Examples of instances when house points should be awarded

- a child listens attentively in class- a house point may be awarded for "trying your best"
- a child invites another child to join in a game- a house point is awarded for being "kind and caring"
- a group of children work independently as directed by CT are awarded a house point for "letting others learn"
- a child follows the teacher's directions in the gym hall when using apparatus may be awarded a house point for making a "safe choice"
- children should be awarded house point for showing "good manners"
- children should be awarded house points if they demonstrate an awareness of the CRC e.g. awareness of the rights of the child to have privacy
- house points may be awarded following school events e.g. sporting events, music competitions or art exhibitions
- House points may be awarded for wider school achievements
- Throughout the school day, staff will focus their attention on 'catching children being good' i.e. demonstrating the behaviours described in the

'Busby Primary School Code of Conduct' or the UNCRC. The member of staff will praise the positive behaviour (relating the praise specifically to the 'Code of Conduct' or CRC where possible) and will issue a house point.

- All school staff can award house points

3.2 Whole School Reward Scheme- House Points

- Each classroom will have 4 house coloured boxes to collect house tokens- these will be kept in a prominent and easily accessible area for the children.
- These containers will be collected each Friday by the House Captains and taken to a central collection area in the school.
- The House Points will be counted from the central collection point at the end of every month and totalled from 1st to 4th place.
- A House Award Day will be planned for the winning house by the House Captains.
- On the House Award Day, children in the winning house may wear their own clothes to school- where possible wearing house colours.
- They will also be granted a tuck-queue pass.
- All staff should award house points throughout the school and in the playground.

House points can only be awarded. They cannot be taken away.

- ★ **Every classroom must display the 'Busby Code of Conduct' as well as their own class charter, founded on the Rights of the Child as outlined by the UNCRC.**
- ★ **These displays must be prominent and accessible to the children.**

3.4 Class-based charters/rules:

Key Responsibility: Individual class teachers should agree a class charter based on the Convention of the Rights of the Child.

They may also wish to develop a 'group points system' with their own classes. These systems may be unique to each class. However, the following features should form the basis for class-based 'group points systems'

- Points should only be awarded and never taken away.
- Group members should be clear on what behaviours earn points; a focus may be chosen to help the children target a particular behaviour. These should be displayed clearly within the classroom.

- Teachers should make it clear to support staff and NCC teachers how the Group Points system in their class operates.
- Care should be given to ensure children within each group support their fellow group members in attaining points. The focus should be on a collaborative approach and collective responsibility.
- Stamps, stickers and class certificates can also be used to acknowledge and reinforce positive attitudes to work/behaviour.

3.5 Lining up and moving around the school:

'Lining up rules' will be determined at the start of the school year in consultation with a group of children- usually the elected prefects. These rules will be referred to on a daily basis and should reflect the School's Code of Conduct. All class teachers will collect their class on the 2nd bell from the playgrounds and walk them to their classroom. All school staff will be stationed at key point on the stairways and corridors to ensure safe and orderly walking to classrooms. Class teachers will, arrive at their classroom with the children. Classes may be awarded a house point for each pupil if they are seen to be lining up very well and if they are seen to be moving around the school quietly and according to our school expectations. All adults should have high expectations of all pupils when it comes to moving around the school. The Management Team will address any concerns noted around moving safely around school.

4. Managing Behaviour:

'Schools should agree and share good practice on routine procedures for managing pupils in and around the school and within classrooms. These procedures should be applied consistently by all staff'

Better Behaviour – Better Learning: A Joint Action Plan (Recommendation 4)

4.1 A positive, shared responsibility:

It is both the individual and collective responsibility of all staff within our school to manage children's behaviour. Therefore, all staff members require the knowledge, understanding and confidence to manage behaviour effectively. **We recognise the link between effective teaching and learning and managing behaviour and the school's approach to curriculum development aims to support the development of positive patterns of behaviour through the delivery of high quality teaching and learning experiences across the curriculum.** Through our approaches to 'staff development' and 'support for staff', an agreed 'preferred approach' for managing behaviour will be created and maintained. 'Prompt Cards' of these preferred approaches are provided for all staff to help reinforce the key features of our preferred approach to managing behaviour (Appendix 1).

4.2 Staff Development:

Key Responsibility: The MT, in consultation with the staff, will establish an annual programme of staff development opportunities for sharing good practice in managing pupil behaviour. The resources utilised in this staff development programme will be chosen on the basis of how closely they match our school principles and if they are recognised as good practice at a school, local authority or national level. A refresher on our PPB policy will always take place on In-service Day 1.

We recognise that staff development in this area will be an ongoing process consisting of formal training and informal opportunities for staff to reflect on their developing skills. Peer observation will enable colleagues to share good practice. Formal monitoring will also enable the school MT to review the effectiveness of staff development activities. New staff will be introduced to the policy as a matter of priority to ensure consistency.

Current Approaches to promoting Positive Behaviour

Better Relationships, Better Learning, Better Behaviour 2013 identified a wide range of strategies and approaches used in schools to promote positive relationships and behaviour. These approaches are linked to GIRFEC, inclusion, additional support for learning, looked after children and young people and child protection policies. The wide array of approaches included

- Promoting a whole school ethos and shared values
- On-going commitment to the UNCRC.
- Anti- bullying policies
- Curriculum programmes in social and emotional skills and well- being
- Buddying, peer- mentoring and circle time
- Rules and rewards
- Restorative and solution orientated whole school approaches
- Pupil and behaviour support co-ordinators, teams and support bases
- Additional support staff and specialists or partner agencies
- Nurture groups
- Staged assessment, planning and intervention
- Broad curriculum options
- Provision beyond school

Identified members of staff will also participate in local authority BSS training to ensure more serious incidents of behaviour are dealt with safely and effectively. All staff will be made aware of who the BSS trained staff members are within the school. In the case of a serious incident appropriate members of staff will be contacted using a walkie-talkie or phone.

4.3 Support for Staff:

Individual members of staff will have the opportunity to access school-based support to help establish strategies for minimising low-level disruption.

Key Responsibility: The Management Team, in consultation with the Educational Psychologist, will utilise appropriate resources to provide this support to staff e.g. Respect Me Anti- Bullying Resource, Cool in School, Restorative Approaches, Bounceback, Boardmaker visuals (See 'Section 4: Supporting Children' for details on how staff will be involved in planning for specific pupils.)

We also recognise the importance of informal support from colleagues and a no-blame approach should characterise the way we support fellow members of staff who are dealing with challenging behaviour. **Seeking support equates with competency.**

5.1 Monitoring, Recording and Responding to specific incidences of inappropriate behaviour:

Throughout the school, staff will be proactive in promoting positive behaviour, through the Passport Scheme as described in 'Section 3.2: Whole School Reward Scheme'. Staff will respond to potentially inappropriate behaviour as early and as positively as possible. The strategies we use will be consistent with our agreed school vocabulary for managing behaviour (i.e. our preferred approach) as indicated in 'Section 4: Managing Behaviour'.

Although it is intended that the broad range of measures, outlined above, will minimise disruptive and inappropriate behaviour we recognise that inappropriate behaviour will not be entirely eliminated.

We understand that 'incidents' of behaviour that contradict our school Code of Conduct will always occur between children, indeed these incidents can provide useful points of reference in helping children develop more appropriate form of behaviour. A staged approach to dealing with such incidents is outlined below:

1. Stage 1: Class Teacher should manage behaviour and implement preferred strategies (**Appendix 1**), prompt card of initial warning (**Appendix 2**), use of house points, engagement.
- Stage 2: Class Teacher should issue a verbal warning (record in Care and Welfare File on Incident/Concern Form)
- Stage 3: Following intervention from the Class Teacher, with limited improvement, the relevant line manager with pastoral responsibility should be informed. Appropriate consequences should be put into place e.g. detention and/ or restorative activity with reflective task **after parental contact**. Record on incident/ concern form. The child will be made aware that the Head Teacher will be informed of their actions and further incidents will result in a discussion with the Head Teacher. If the pupil is absent, SMT will follow

this up on their return to school. This will be logged on Click and Go- pastoral notes.

- Stage 4: Line manager with pastoral responsibility will alert the Head teacher who will have a discussion with the child to understand their actions and choices made. At this time further communication/ meeting with parents will be arranged. This will be logged on Click and Go- pastoral notes.
- Stage 5: Major incident occurs e.g. bullying behaviour, racist behaviour, physical violence...report immediately to SMT to action. This will be logged on Click and Go - pastoral notes.
- ★ Pupils with additional support needs may have individualised positive reinforcement strategies identified in their Wellbeing Plan. This plan will have been implemented through the partnership of the Class Teacher, ASN co-ordinator and relevant joint support. The strategies in place to promote positive behaviour will be reviewed on a regular basis and managed appropriately to reflect the current needs of the child. Persistent unacceptable behaviour should be reported to the Class Teacher or the ASN Co-ordinator to be discussed at the joint support meeting.
- ★ Where inappropriate behaviour occurs in the playground during break/ lunch times, the supervising member of staff should report this to the Class Teacher on the children's return to the classroom. If more concerning behaviour is witnessed e.g. physical violence, the appropriate member of management should be notified. The Management Team will deal with unacceptable behaviour and report this to the Class Teacher.

In order to monitor the occurrences of inappropriate behaviour, a specified recording format should be used across the school.

- 'Incidents' that contradict the School Code of Conduct or the CRC should be recorded for monitoring purposes.
- All staff will record incidents of inappropriate behaviour on an Incident/Concern Form. Where 'incidents' are observed/reported and it is felt that further follow-up may be required to resolve the incident appropriately or if it is felt that the incident should be noted in order to establish whether it was an isolated incident or part of an ongoing pattern of behaviour.
- 'Incidents' that occur outside the classroom should be reported to the class teacher as soon as possible if it is felt that the information would be of immediate benefit to the class teacher.
- Care and Welfare Files should be sent to designated member of the management team monthly.
- **Staff should continue to use their professional judgement and report serious incidents ASAP to the designated member of the MT. This should include incidents of bullying or racial abuse which will be recorded using appropriate authority guidance. This behaviour should be reported in all cases.**

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| ➤ Key Responsibility: The <u>Management Team</u> will monitor the information gathered through Class Logs. |
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| ➤ Key Responsibility: The <u>Management Team</u> will record bullying or racial incidents on Click and Go and liaise to ensure patterns of behaviour are responded to effectively and appropriate responses planned |
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This will assist in the evaluation of positive behaviour initiatives and will also enable the MT to identify patterns of inappropriate behaviour that can be addressed either at a school, class, group or individual level.

Patterns of behaviours that are common to particular stages of the school may be tackled through the curriculum or through awareness raising activities/assemblies, whilst issues more specific to smaller groups of children or individuals may be addressed through specific programmes of targeted group activities.

When we respond to children's inappropriate behaviour it is essential to minimise unnecessary confrontation. We can respond assertively, but not aggressively.

A range of responses will be required to reduce the likelihood of repeatedly undesirable behaviour. The School Code of Conduct and the UNCRC should always form the reference point for all follow-up work with children who break the code of conduct ranging from low-level to more serious incidents. We judge the behaviour and not the child.

When we respond to inappropriate behaviour we can establish immediate or deferred consequences. Immediate consequences should result when a child's behaviour impacts on the safety or fair treatment of others. In most cases this can result in 'time-out' from others or the activity for a period of time.

Private rather than public reprimands should be used to maintain positive relationships. Where possible, discussions with pupils should be held out with the classroom i.e. the door to class or at an interval.

Deferred consequences are appropriate for most kinds of inappropriate behaviour. This may range from a talk with a member of staff, a restorative conversation with all parties involved, apologising for the impact of their behaviour or completing unfinished work. Consequences should be as closely matched to the behaviour as possible and the certainty of the consequence should be emphasised rather than the severity. Staff may clarify suitable deferred consequences through consultation with colleagues as noted in 'Section 4.3: Support for Staff'.

In Busby Primary incidents of **serious** inappropriate behaviour will result in a verbal warning being issued by a CT/PSA. If the undesired behaviour continues, a pupil will be issued with a detention. A detention will mean a pupil spends a morning interval/lunchtime break (having eaten lunch) inside with a member of the Management Team. **Staff members must inform parents/carers about an incident or series of incidents (unless it is felt that this is not in the best interests of the child) where a child has been issued a detention.** Parents/carers will be asked to support their child in a Solution-Oriented Reflective Activity at home (Appendix 3). In some cases children may be given the opportunity to complete this activity in school prior to parents being notified. Full guidance will be provided for anyone completing this activity with the child. Parents/carers will be notified promptly of improved behavioural patterns.

Individual children identified through the monitoring procedure described above, may be supported in developing more positive patterns of behaviour as detailed in

'Section 4: Supporting Children'. (Children may also be identified as requiring support through the Staged Intervention Process as described in the Additional Support Needs Policy: 2009).

6. Supporting Children:

6.1 Additional Support Needs and behaviour:

We recognise that some children experience a range of difficulties that may make it more difficult for them to behave in the ways described in the school's Code of Conduct. These children may require additional support to assist them in achieving positive patterns of behaviour within the school.

Furthermore, the Education (Additional Support for Learning) (Scotland) Act 2009 defines the term 'additional support needs' to encompass a range of situations where children may require additional support in order to help them make the most of their school education. This may include children experiencing social or emotional difficulties. The [Education Scotland Act 2016](#) which was passed by the Scottish Parliament in March 2016 makes amendments to the Additional Support for Learning Act and should be referred to.

Four main, overlapping themes are identified in 'Supporting Children's Learning – Code of Practice', as factors which may lead to some children and young people requiring additional support. They are: learning environment, family circumstances, disability/health need and social/emotional factors. Within our school we recognise that these factors may be 'observable' in children's disruptive behaviour and that these children may require additional support to enable them, and other children within the school, to benefit from education.

'Schools should give consideration to integrating the work of learning support, behaviour support and guidance into a single overall framework of pupil support in order to achieve a more holistic approach to supporting the needs of all children and young people.'

6.2 Staged Intervention:

The school's 'Additional Support Needs' policy (2009) has been written to reflect this legislation and the process of Staged Intervention detailed in the policy applies consistently to those children with additional support needs that have an impact on their behaviour in school.

The process of Staged Intervention, detailed in our 'Additional Support Needs' policy (2009), clearly sets out the stages by which we identify and provide support for children with all additional support needs. It clarifies the framework in which we provide children with additional support, both from our school resources and in collaboration with other agencies. It clearly identifies a co-ordinated, unified approach to identifying concerns, assessing needs, and agreeing actions and

outcomes based on the wellbeing indicators and National Practice Model and recorded on a Child's Wellbeing Plan.

Through this approach we aim to identify vulnerable children as early as possible in order to address their needs (in some cases, using the data collected as described in 'Section 5:1: Monitoring, Recording and Responding to specific incidences of inappropriate behaviour.'). The school JST is central to this process of Staged Intervention.

Key Responsibility: The MT will ensure that all relevant staff members are involved in the process of planning for and reviewing the progress of identified children.

'Flexible support provision, including in-class support and facilities to educate children and young people outwith the normal classroom environment, should be established in secondary schools and designated primary schools. Best practice in operating such provision should be further researched and disseminated nationally.'
Better Behaviour – Better Learning: A Joint Action Plan (Recommendation 22)

6.3 Flexible approach to Additional Support

It is not appropriate to list all forms of additional support within the school, especially since our approach will continue to evolve over time to effectively meet children's needs, but we aim to think and work flexibly to provide identified children with a holistic programme of individual and group-based support on key themes such as 'self-esteem', 'cooperation and teamwork', 'emotional literacy', 'anger management', 'conflict resolution', 'peer mediation', 'mindfulness' as well as enhancing in-class support to reduce barriers to learning.

Key Responsibility: The PPB Working Party will ensure that an up-to-date list of existing forms of additional support will be available to all staff within the school.

We believe that a number of approaches, delivered consistently across the school, sometimes in partnership with other agencies, will be required to effectively promote positive behaviour, manage behaviour and support children.

Better Behaviour – Better Learning: A Joint Action Plan (Recommendation 19)

Appendix 1

<p>Preferred approaches for managing behaviour</p> <p>These strategies are best used at the 'trigging stage' - knowledge of the child and the existence of a positive relationship will aid the effectiveness of these strategies. These strategies are based on positive communication and more than one may be required to meet the needs of the specific situation.</p>	<p>Positive Correction & Prompting:</p> <p>Signal to begin a desired behaviour verbally. ("It's about time to put that game away," or non-verbally, a nod) that reminds the child what is expected. Use simple, non-critical directions to help the child take the next step. Language should be positive in language and state what the child should be doing. End statements with 'thank you, even before the child has complied. It creates the expectation that they will do so.</p>	<p>Hurdle Help:</p> <p>When we know the child is unable to begin or complete a task without some assistance, we can provide the help to get the child over the first hurdle and onto success. This should be done without drawing attention to the extra help. The child almost starts the task without realising it. You smooth their entry into the task by working alongside them. It might involve breaking the task into small, achievable chunks to begin with.</p>	<p>Humour:</p> <p>Most children respond well to the non-threatening interaction created by humour. It can grab the attention of children even in tricky circumstances, particularly with over-dramatised language and facial expressions. In the right situation laughing at your self is highly effective in taking the attention away from a potentially difficult situation. Be creative! "Did I ever tell you about the time...?" Humour can also set a positive tone when starting something new.</p>	<p>Modelling:</p> <p>In tricky situations our attention is often drawn to inappropriate behaviour. It is sometimes useful to quickly identify an example of appropriate behaviour, perhaps displayed by a high status peer in order to focus attention on what is expected. This, of course, has to be done tactfully and should be short, sharp and to the point i.e. state the desirable behaviour. Look for opportunities to choose different models rather than the usual suspects.</p>
<p>Rewind:</p> <p>When things go wrong give everyone another chance by rewinding and replaying the situation differently. Demonstrate this yourself next time you say or do something wrong to show the children what it means. In a situation where you feel a child could make a better go at something if given some thinking time suggest, "Why don't you have another go at that, ?" or "I think we need to rewind and try that again." Follow up with praise and move on.</p>	<p>Redirection:</p> <p>Redirect the child or change the activity a little bit to help the child calm down. Distract or divert the child's energy and attention to a substitute activity to help the child maintain control. This is useful if the child is becoming unsettled or anxious. Use a relaxing, focussing activity to restore calm at key points throughout a session. Give the child a short task that demands special responsibility to allow them to refocus and experience success.</p>	<p>Planned Ignoring:</p> <p>This can be used to eliminate harmless, attention-driven behaviour because it withholds the reinforcement a child gets from the attention. As a general rule, children who display lots of attention-driven behaviour NEED the attention, so we must pay particular attention to the child when things are going well. We ignore the behaviour and not necessarily the child so it may be useful to make a comment entirely unrelated to the inappropriate behaviour.</p>	<p>Proximity:</p> <p>Often by placing yourself physically near (not too near) a potentially difficult situation will have a calming effect for a child. Our mere presence is often enough to provide children with the support they need to stay in control. This can be done fairly subtly, just so the children notice you are there, but without having to wade in.</p>	<p>Hypodermic Affection:</p> <p>Like praise, affection helps increase a child's self-esteem. When the behaviour is coming from insecurity, fear or anger at life circumstances, an additional 'shot' of affection and care can be what the child needs in order to cope with the problem at hand instead of going to pieces. It may be appropriate to remind the child about a previous success.</p>

Appendix 2

Initial Warning Script

1. State pupil's behaviour using their name – "*****, you're talking"
2. Restate behaviour and what you want to happen – "*****, you're still talking. I want you to be quiet."
3. Repeat previous instruction and outcome/sanction if it continues – "*****, you're talking and I've told you to stop; if you continue it will be a verbal warning"
4. Verbal warning "*****, you've continued to talk after I've told you to stop therefore I am giving you a verbal warning. See me at the end of the lesson."

Reflection Activity to be completed in school then sent home for parent's signature



PROTECT



A Reflection of My Choices

UN Convention on the Rights of the Child Article 12

I have the right to be listened to and be able to say what I think about things.

Our Code of Conduct agrees that we should:

Be kind Be caring ~~Be~~ polite Try our best in everything

Show good manners ~~Let~~ others learn Make safe choices

Which of these did you not achieve today? **Please circle.**

What **choice** did you make?

How did you feel when you made this **choice**?

What happened because of your **choice**?

In the future what **choice** could you make to allow others to have their rights?

Signature.....

Staff signature.....

Date.....

