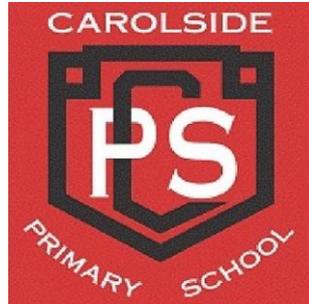


## Carolside Primary School

***Our vision: “A happy and safe school, providing rich learning opportunities, where everyone is treated with respect and kindness.”***



### **Promoting Positive Behaviour and Relationships Policy November 2018**

#### Introduction

*‘A happy and safe school, providing rich learning opportunities, where everyone is treated with respect and kindness’* is the aspiration of all at Carolside Primary, and all stakeholders share our values of respect, friendship and honesty. These are central to everything we do, including how we promote positive behaviour and build excellent relationships.

We recognise that positive behaviour, friendships and relationships are central to effective learning. At Carolside, we expect everyone to show respect for all others, to be honest and to take responsibility for their actions.

The children come to school as individuals, and as such will display a wide variety of behaviour patterns based on home values, life experience and attitudes. We are a recognised UNICEF Rights Respecting School, so we must work towards a common standard of behaviour based on the UN Convention on the Rights of the Child (UNCRC).

This policy has been developed following consultation with and based on suggestions from pupils, parents, staff and our key partners. It is written in line with East Renfrewshire Standard Circular 21, and is underpinned by Getting it Right for Every Child (GIRFEC), the principles of nurture (*appendix 1*) and the restorative justice system.

#### The Role of the Senior Leadership Team

Overall responsibility for maintaining positive discipline throughout the school lies with the Head Teacher and Senior Leadership Team. This includes:

- Promoting and upholding the Promoting Positive Behaviour and Relationships Policy;

## *Promoting Positive Behaviour and Relationships*

- Establishing a culture of positive reward and monitoring the consistent application of this policy;
- Celebrating consistently positive behaviour amongst all pupils and instilling a sense of pride in those pupils achieving this behaviour;
- Supporting staff at all levels in managing challenging behaviour through the communication of clear policy and procedures, monitoring incidences of behaviour and supporting staff, pupils and families in resolving consistently negative behaviour;
- Embedding the 6 nurture principles across all aspects of school life;
- Discussing pupils who display continuing negative behaviours through the Joint Support Team (JST);
- Managing the induction of new staff to ensure they understand this policy and receive the appropriate support to ensure that it is fully implemented.

### The Role of the Class Teacher

Relationships and communication between all adults and children should show respect, cooperation, tolerance, encouragement and praise. They should reflect the underlying principles of nurture and restorative practice. Each teacher has responsibility for the maintenance of discipline within their own class. They will:

- Work to promote and uphold the Promoting Positive Behaviour and Relationships Policy;
- Have high expectations of all children;
- Follow restorative approaches to ensure a consistent and fair approach (for some pupils this will be through dialogue rather than reflection sheets);
- Consider the 6 nurture principles;
- Provide a rich, stimulating, varied and challenging curriculum which fosters high levels of pupil engagement, opportunities for speaking and listening and practical demonstrations of learning;
- Ensure that there is a high level of collaboration and reflection in classroom practice which fosters the development of young people who are mutually supportive, empathetic, encouraging, challenging and tolerant;
- Encourage, praise and listen to children;
- Contribute to a chronology document if required;
- Keep a written record of all incidents of a serious nature using e-mail and ensure that the SLT is informed of any such incidents within that same day.

### The Role of Support and Lunchtime Staff

- Promote and uphold the Promoting Positive Behaviour and Relationships Policy;
- Have high expectations of all children;
- Encourage, praise and listen to children;
- Follow restorative procedures to ensure a consistent and fair approach;
- Consider the 6 nurture principles;

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- Evaluate the factors which can contribute to negative behaviours and seek to provide high levels of engagement, opportunities for speaking and listening and practical demonstration of learning;
- Seek the advice of the Class Teacher should the situation not be resolved.
- Contribute to a chronology document if required;
- Keep a written record of all incidents of a serious nature using e-mail and ensure that the SLT is informed of any such incidents within that same day.

### The Role of Parent/Carer

- To promote and uphold the Promoting Positive Behaviour and Relationships Policy;
- To respect the disciplinary authority and professionalism of staff;
- To ensure school staff are aware of any additional support needs or personal circumstances which may result in their child displaying behaviours which are not typical of them;
- To attend meetings with the Head Teacher or other staff to discuss their child's behaviour;
- To address issues to the Class Teacher in the appropriate manner;
- To work with the school to support their child's positive behaviour.

### Positive Consequences (Rewards)

We believe that children should be encouraged and rewarded for behaving well and working hard. We will use the following positive rewards, amongst others:

- Non-verbal rewards such as thumbs up or a smile;
- Praise;
- Showing work to another teacher or the Leadership Team;
- Stickers;
- Certificates;
- Letters home to parents;
- Celebrating achievement on Twitter or the website;
- Displaying work;
- Awards throughout the year at assemblies;
- Class-based reward schemes like raffle tickets or secret student;
- Earning house points;
- Reward Time (*appendix 2*)

### Class Charter

Each class begins a new session by creating a Class Charter, which is based on the UNCRC. The Class Charter is at the heart of creating responsible citizens and should be referred to frequently throughout the year. As part of the curriculum, we use various methods to help the children to develop important skills and qualities such as resilience, teamwork, negotiation, anger management and flexibility. *Bounce Back* and *Circle Time* are key curricular tools used to facilitate this.

## House System

In response to suggestions by parents, pupils and staff, Carolside Primary will adopt a House System at the beginning of 2019. Our whole-school approach to promoting positive behaviour is closely aligned to the House System. More information about the House System can be found in *appendix 3*.

## Negative Consequences (Sanctions)

The UNCRC states that “*Discipline in schools should respect children’s human dignity*” (Article 28).

In order to protect the rights of our pupils, we believe it is important to build clear consequences for negative behaviours into this policy. Consequences should be linked to the inappropriate behaviour and should help the pupil to reflect on why their behaviour was unacceptable. A staged system has been developed to support this.

If a child is displaying behaviour which is not respecting the rights of others, a series of procedures will be followed:

1. **Reminder:** A verbal reminder about good behaviour and making positive choices will be given.
2. **Choice:** If the behaviour persists, the pupils will be given a choice, either verbally or by using a non-verbal card (*appendix 4*).
3. **Reflection:** If this does not have the desired impact, the pupil will be asked to take time to reflect upon their choices, usually through restorative discussion. For incidents of a more serious nature, the teacher may choose to send the pupil to a member of the SLT to reflect. See *appendix 5* for examples of questions that may be used in a restorative conversation.
4. **Consequence:** Throughout the process of completing the reflection, an appropriate consequence for the negative behaviour should be agreed with the child in a restorative manner. The consequence will depend on the nature of the incident and on individual circumstances, and examples of consequences may include:
  - Loss of playground privileges for one day or more;
  - Written or verbal apology;
  - Phone call or meeting arranged with parents;
  - Not earning Reward Time.

## Racist, Discriminatory or Bullying Behaviour

Any incident of racist, discriminatory or bullying behaviour is unacceptable and must be recorded through Click & Go, in line with East Renfrewshire Council policies and procedures. These incidents are reported annually to the authority. Please refer to the school policies on bullying and promoting equality, for full details.

**Exclusion**

Exclusion is a legal process. Exclusion from Carolside will only happen as a last resort, when all other measures and a range of strategies have been tried and failed, or in cases of serious indiscipline.

*'Before a pupil being looked after by the local authority in children's homes or other contexts is excluded, advice and permission should be sought from the Head of Education Services (Children and Young People).'*" (Revised Standard Circular No. 8, February 2004).

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**Review**

**This policy will be reviewed in August 2019.**

*Appendix 1*

The Six Principles of Nurture

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

Lucas,S., Insley,K. and Buckland,G. (2006) *Nurture Group Principles and Curriculum Guidelines Helping Children to Achieve*, The Nurture Group Network.

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*Appendix 2*

Reward Time

Reward Time forms an important part of the Promoting Positive Behaviour and Relationships policy. Reward Time should be seen as a treat and a privilege to be earned throughout the week.

**Important Points:**

- Pupils begin each week with 5 Reward Time minutes.
- They have the opportunity to earn 5 minutes a day, giving a total of 30 minutes by Friday afternoon.
- At the end of each day, the pupils and class teacher should discuss whether they have earned their 5 minutes for that day.
- Pupils who have not earned some of their Reward Time should always be given the opportunity to “win back” blocks of 5 minutes, by demonstrating exceptional behaviour on other days.

**Primary 1-3** will stay in their classes for Reward Time, and the teachers will select special “treat” activities for them to enjoy.

**Primary 4-7** will follow this model:

Each teacher will be responsible for a fun activity, such as board games, baking, arts and crafts, DVD, using iPads, gardening, MUGA, table tennis or own activity. Pupils will choose which activity they would like to go to at the beginning of the week, so they can work towards this treat all week.

Teachers will be given a register of pupils attending their activity in advance. If a pupil has not earned all their Reward Time, they should still report to their activity but sit and reflect upon why they have not earned all their Reward Time minutes and how things could be different next week.

### *Appendix 3*

#### House System

The house system aims to celebrate and promote positive behaviour, enabling children to form bonds and develop positive relationships with children of other classes and year groups, through a shared sense of belonging to the same house. Younger children can aspire to the positive behaviour and achievements of older pupils, whilst older children in turn have the opportunity to assume a pastoral role towards the younger ones.

#### **Organisation of the Houses**

Every child in the school from Primary 1-7 will belong to one of four houses, and pupils will belong in the same house as their siblings. Each house will have an identifying colour, name and crest. The house names are still to be confirmed, and the pupils will be involved in choosing the names and themes for the houses.

Four Primary 7 pupils will be elected as Captains and Vice Captains for each house, and will take responsibility for leading their houses.

All staff members in the school will also belong to a house. The staff members will help to facilitate regular house meetings, and work closely to support the House Captains and Vice Captains. Houses will sometimes work in smaller groups to complete tasks or challenges.

#### **House Points, Tasks and Challenges**

Pupils will work together in their houses to complete tasks and challenges at various times throughout the year. This may be in smaller groups within the houses, and whole houses will also work together during bigger school events such as sports day, quizzes, sporting tournaments and talent shows. These events will help to foster a strong sense of community and friendship, in addition to a healthy competitive spirit.

Pupils will have many opportunities to earn points for their house on an ongoing basis. These points will be rewarded for displaying a range of behaviours which specifically demonstrate our school values of respect, honesty and friendship. The House System is designed to promote and celebrate positive behaviour, so points will only be rewarded, and will not be “lost” or “taken away”.

Pupils will collect points tokens, which will be displayed in the foyer of the school. Running points totals will be shared and celebrated at our monthly whole-school assemblies. At the end of each school session, the house with the most points will enjoy an extra reward.

#### **Buddy System**

All children will be paired with at least one buddy, to add another layer of pastoral care from the older pupils towards the younger members of their house. Pupils from P5-P7

will become buddies for children from P1 – P3, while P4s undertake training to become buddies when they enter P5.

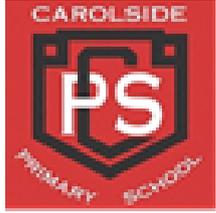
The buddies will participate in regular “Buddy Time” which involves working together to develop their skills through a variety of tasks. This may be work-based, for example reading, writing or completing numeracy tasks together.

The buddies will also meet together in their house groups, once a term, to complete themed tasks based on our school values. These tasks will be facilitated by the staff members in their houses, and will involve projects/ challenges designed to make the school and our community the best it can be. Themes for tasks may include eco, working with the local community, developing new skills or health and wellbeing.

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Appendix 4

Non-verbal Reminder

This symbol could be placed on the child's desk as a non-verbal reminder of the choice they have to make, or worn on the staff member's lanyard and help up as a prompt.

*Appendix 5*

Restorative discussion

When a restorative discussion takes place, it is solution-focused and designed to help the child to reflect on what has happened, and how it happened. It aims to help the child move forward and think about how to make the situation better.

Here are some examples of the types of questions that may be used by an adult who is facilitating a restorative discussion:

- What happened?
- How were you feeling at the time?
- How are you feeling now?
- Why were your actions not acceptable?
- Who was affected?
- How has the other person been affected?
- How do you think the other person is feeling?
- What do we need to do now, to make it right?
- What might you do differently next time?
- What positive choices do you need to make now?