



Establishment Policy on
Promoting Positive Behaviour

King's Park Primary School



Promoting Positive Behaviour: King's Park Primary

Glasgow City Council's 'Promoting Positive Behaviour' articulates our commitment to the inclusion of all children and young people and our belief that they should fulfil their full potential whilst in our care. It has been informed by a range of key national and local documents in particular Glasgow City Council's revised Additional Support for Learning policy, *'Every Child is Included'* (2009).

Each establishment is required to produce and keep under a review, a policy on Promoting Positive Behaviour. This policy is derived from the Council's *'Promoting Positive Behaviour'* and will take account of the particular circumstances of this establishment.

Our school policy outlines how *King's Park Primary School* will

- educate the whole child and develop their personal and social skills to ensure their own well being and that of others
- provide safe and stimulating learning environments for all children and young people that enable them to reach their full potential and become successful learners, effective contributors, responsible citizens and confident individuals
- ensure children and young people have regular opportunities to develop an understanding of their rights and responsibilities
- develop an awareness of consequence in children and young people
- develop a desire in all children and young people to participate positively and contribute at all times.

As with all our practice, it is dependent on a successful relationship with parents, carers and our children and young people. I hope you find the contents of this document helpful to you.

As part of the School Improvement Plan, a self evaluative analysis of behaviour and discipline through effective and purposeful consultation of all key stakeholders – teachers, Support for Learning Workers, parents and children provides us with the evidence needed to address our next steps and is pivotal in shaping our new Promoting Positive Behaviour Policy

Signed: T. McCann

Head of Establishment

2. Strategies Employed

Our school operates a range of initiatives/strategies, which allow the school to promote positive behaviour both at classroom and whole school level.

Strategies employed to create an engaging and empowering climate for learning

At King's Park Primary in partnership with parents and the school community we aspire to- enable teachers or pupils to achieve their potential by providing a caring, effective learning and teaching environment- well managed, accountable, nurturing and adaptable to change. Alongside our vision the school's Pupil Council led the children to identify our core values. These values support all children and adults each day in King's Park Primary.

Our school is committed to becoming a community in which we value RESPECT, HONESTY, WELLBEING, ACHIEVING POTENTIAL and CARING.

To achieve this vision it is essential that we develop a structured curriculum which ensures that all children are provided with learning opportunities that recognise and celebrate their uniqueness, develop their full potential, allow them to fulfil their aspirations within and beyond the school gates and prepare them to meet the challenges of the 21st century.

We aim to deliver excellence in learning and teaching and expect all learners to be actively engaged in their own learning. Our curriculum focuses on the child as learner, and allows for breadth and depth of learning, offering challenge and enjoyment. We offer choice and personalisation as well as progression through levels, allowing the opportunity for attainment at the highest level.

At every level, an ethos of high aspirations and ambition for all our learners is encouraged and attainment, achievement and participation are recognised and celebrated.

Strategies employed to promote relationships built on mutual trust and respect

Our shared core values **RESPECT, HONESTY, WELLBEING, ACHIEVING POTENTIAL** and **TEAMWORK** are indeed at the heart of everything we do. These values are embraced and celebrated by everyone within our school community. They are further endorsed through assemblies and the tone of our communication at every level.

Our work within the community and local Church and our charitable endeavours are a further illustration of our core values within a strong community. We are confident independently and we understand the value of inter-dependence. Good health and good humour are further constituents of this hugely positive school environment

3. Meeting Learning Needs through Staged Intervention

Our school ensures that all children and young people, including those who come from vulnerable families and require significant input from partner agencies, will become successful learners, confident individuals, responsible citizens and effective contributors.

We believe that early intervention and a co-ordinated approach by education, social services and health services are essential in enabling the most vulnerable children, young people and their families more choices and chances to achieve.

We ensure that children and young people receive support at levels required to meet their additional support needs by using Glasgow's Staged Intervention Model.

Stages 1 and 2

Learning needs are met within establishment. Individuals are supported through sensitive planning as part of a group or whole class. Planning is differentiated and strategies and approaches to support individuals are indicated. Class teachers monitor and keep records of progress. Class teacher in consultation with the ASN Co-ordinator assess the child to determine support needs.

Stage 3

Resources external to the establishment with Education Services help support the child. Teachers, Support for Learning workers, visiting teachers and other professionals liaise regularly to provide a holistic approach to planning to meet needs through an Additional Support Plan (ASP). Class teacher in consultation with the ASN Co-ordinator assess the child to determine support needs. Support and/or involvement in assessment and planning from other services may be provided. The stage of intervention against each wellbeing indicator must be fully recorded in the Wellbeing and Assessment Plan(WAP). Parents and the child will be fully involved in the process of assessment, planning, intervention and review. Meetings to review progress will be arranged at intervals specified in the WAP with the minimum being once a year.

Stage 4

A multi-agency approach is taken to plan for children and young people who are vulnerable. This will take the form of an Additional Support Plan (ASP) or Co-ordinated Support Plan (CSP) where agencies external to education services are involved. Support and/or involvement in assessment and planning from other services may be provided. The stage of intervention against each wellbeing indicator must be fully recorded in the Wellbeing and Assessment Plan(WAP). Parents and the child will be fully involved in the process of assessment, planning, intervention and review. Meetings to review progress will be arranged at intervals specified in the WAP with the minimum being once a year.

4. Approaches to Positive Behaviour

Within our school a range of approaches exists to promote positive behaviour based on improved relationships, engagement, motivation and emotional wellbeing. These include: *(school to give examples, for example Solution Oriented, Restorative Practices, The Motivated School and Social, Emotional Learning Frameworks, Being Cool in School, Nurture Groups)*.

Our achievement assemblies and Headteacher Awards demonstrate to our school community the value and importance of our pupils' personal achievements. Pupils, parents and staff recognise and support wider achievement, personal target setting and the importance of reflection and evaluating across learning.

The school arranges a wide variety of opportunities which showcase the children's accomplishments during the session. These opportunities may be experienced across our many and varied after school clubs or as part of the school day.

Our residential experience challenges individual and collective capabilities on a number of fronts. We are generous in our charitable work and take our civic responsibilities very seriously.

The connection between personal achievement and self esteem is exploited through opportunities at class, group, whole school and school community level. Mental health and wellbeing is a key focus for us all and the importance of achievement within this context is understood.

Celebration of our own achievements and those of others, link day and daily to our core values and the culture of the school.

These sentiments guide and influence our planning.

We have recently reviewed and implemented a new House points system which encourages children to commit to the school values through their daily interactions. A more visual representation of points earned serves to provide children with ongoing progress. This develops a sense of belonging to their House and provides motivation for a termly reward which acknowledges individual and team efforts. The House Captains, Vice Captains and Prefects serve as models of exemplary behaviour from our senior pupils and foster a sense of responsibility and example.

Our Fine Diner Monitors also provide responsibility and help maintain a calmer environment within the social interactions of the school lunch hall. Good behaviour is acknowledged through the selection of a small group of children who attend the Finer Diner Lunch with the Headteacher each Friday.

We are looking to move towards being a Restorative school. Training from the Educational Psychologist team on Restorative conversation will provide all staff and Support for Learning with a template which promotes discussion which helps resolve conflicts providing a forum for expression for the child who has caused harm to reflect on the impact of their actions whilst recognising the importance of allowing the child who has had harm caused to them to express their feelings.

4. Quality Assurance

The Promoting Positive Behaviour Policy will be monitored and reviewed regularly within the school's audit and review process.