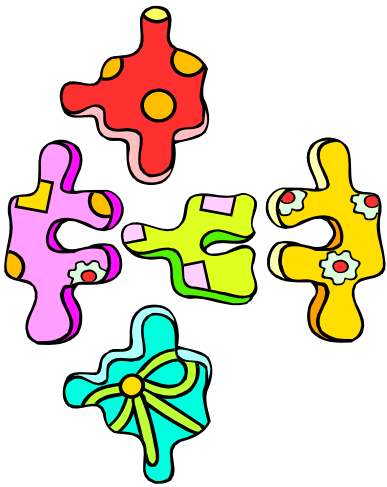
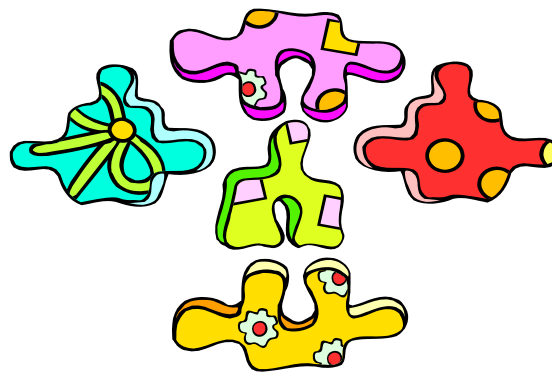
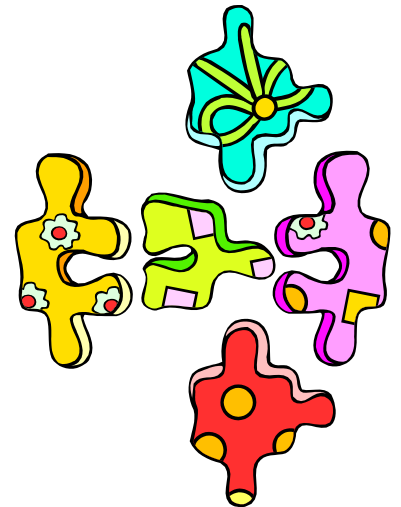


A Parental Guide to Better Behaviour - Better Learning at Glenmanor Primary and Nursery



“There are no extra pieces in the universe. Everyone is here because he or she has a place to fill, and every piece must fit itself into the big jigsaw puzzle.”

Deepak Chopra



At Glenmanor, our aspiration is to enable all children to develop their capacities as successful learners, confident individuals, responsible citizens and effective contributors to society.

Dear Parents,

This booklet has been compiled to give you an overview of what is happening in Glenmanor to create better behaviour - better learning.

We are implementing many strategies to create an inclusive, restorative school. Learning and teaching is at the heart of everything we do. Support staff, teachers, parents and pupils are involved in decision making in the school. Through a clear school improvement plan everybody knows what the priorities for the school are. Everyone is working towards these shared goals.

The staff and children are developing a shared language when dealing with challenging behaviour or issues. The language of self regulation is used from Nursery to P7 by staff and pupils to help reduce confrontation and enable children and staff to voice their thoughts in a non-threatening environment. The children are taught problem solving skills to help them deal with conflict.

We have a PSD programme developing problem solving and thinking skills, which is taught and reinforced at weekly assemblies. Effort is rewarded and success celebrated through classroom reward systems and also whole school systems, which involve children being presented with certificates at the weekly assemblies for a variety of reasons. There is a programme of zero tolerance to bullying-type behaviour and the children know that this kind of behaviour will be carefully followed up and dealt with thoroughly. Pupils are empowered in the form of leadership roles. Children are rewarded for good behaviour/play through golden time. We also operate a Buddies scheme where older children are partnered with, and support younger children. The playground and classroom are good learning environments and are fun places to be most of the time.

I hope you find this booklet helpful and supportive.

Nicola Barrington

Head Teacher

What?

Restorative Practices

Restorative practices describe a range of approaches to prevent and repair conflict. At Glenmanor, we are developing a restorative climate in our school with activities such as self regulation and circle time; through 'restorative conversations' when staff intervene in a situation; to more formal restorative conferencing involving all those affected by an incident, including families where appropriate. The focus is on prevention as well as cure, and the involvement of the whole school community is paramount. The key principles of restorative practices are:

- Fostering social relationships in a school community of mutual engagement
- Being responsible and accountable for one's own actions and their impact on others
- Respecting other people, their views and feelings
- Empathising with the feelings of others
- Being fair
- Being committed to equitable processes
- Everyone in school being actively involved in decisions about their own lives
- Returning issues of conflict to the participants
- Being willing to create opportunities for reflective change in pupils and staff

Why?

What many pupils say they want from adults when dealing with issues is fairness. Whatever part they have played, their focus is not on winning or losing, blame or revenge, but on trusting in a fair process. Restorative practices help teachers ensure that pupils, staff and parents can be part of a fair process, while helping all involved to learn from the harm that has been done, and to understand the impact of their behaviour on others. Restorative practices help develop a whole school positive ethos, encourage members of the school community to effectively resolve and learn from conflict in a way which maintains relationships, or terminates them in a positive way and supports any necessary sanctions by processes of learning and reconciliation.

How?

Restorative Practices are used by the senior management team at different levels in Glenmanor:

- As preventative - to promote positive relationships within the whole school community;
- As responsive - and repairing when difficulties arise;
- As part of support and intervention for more long term and persistent difficulties.

The approach involves including the perpetrator in finding a solution to the problem. Instead of asking 'who's to blame and how are we going to punish them?', the focus is put on reasons, causes, responsibilities and feelings. Those involved are asked questions such as 'who has been affected and how?' and 'how can we put it right and learn from this experience?'

What?

Peer Mediators

Why?

When bullying happens within a peer group, children may contribute to the continuation of the behavior in a number of possible ways including:

- Joining in the bullying
- By active or passive by-standing
- By providing a bullying role model

Peer mediators offer children alternative roles that can help reduce bullying behaviour, resolve bullying situations and promote the development of a more positive ethos.

How?

Primary 6 pupils who would like to become Peer Mediators will be selected and specially trained by staff from our nearby Inclusion Support Base in Chryston.

What?

Self Regulation

Self regulation is being able to regulate our own behaviour, so that we can deliberately act in a way that is consistent with school (or society's) rules and the needs of others.

Why?

People who are successful in their everyday lives tend to be people who set reasonable goals, predict obstacles, formulate plans to achieve the goals and implement the plans. They then review their performance, determine what worked and what did not work. From this they can positively influence future performance. Routines taught in schools and at home can encourage this type of behaviour in young people.

How?

Pupils use a routine of goal, predict obstacle, plan, do and review to help them when tasks or situations are difficult.

What?

Leadership Roles

Many of our pupils have leadership roles as captains, vice captains, eco gladiators, playground friends, pupil council members, enterprise committee members, fairtrade committee members, buddies and our Glenmasters pupils.

Why?

Leadership roles empower our pupils and give them fantastic opportunities to become responsible citizens and effective contributors in making Glenmanor the best it can be.

How?

Pupils with a leadership role meet on a monthly basis with the rest of their group, led by a member of staff.

What?

Anti-Bullying

There is a zero tolerance to bullying type behaviour and the children know that this kind of behaviour is unacceptable and every known incident will be carefully followed up and dealt with thoroughly.

What?

PATHS (Promoting Alternative Thinking Strategies)

The PATHS programme is a series of lessons taught by the teacher as part of pupils' personal and social development. The PATHS curriculum kit contains five volumes of lessons, pictures, photographs and puppets. There are also large posters for classroom display. Together, these materials provide a comprehensive model for instruction in self-control, emotional awareness, problem solving and conflict resolution. PATHS clearly links to restorative practices and self-regulation.

Why?

The PATHS programme facilitates the development of all skills that work to reduce classroom disruptions caused by bullying and other hostile behaviour.

How?

This programme can be used in a proactive or a responsive way to meet the needs of pupils. The teacher and pupils focus on feelings and problem solving to increase self-control, self esteem and emotional understanding.

What?

Cool In School

The Being Cool in School approach is used to help children learn the skills of getting on with others, coping positively with everyday situations, and showing sensitivity and respect whilst holding true to who they are. It is a more pro-active approach than reacting to bad behaviour as and when it happens. The approach challenges us to think: 'Why do we take good behaviour for granted?' Positive behaviour is almost invisible when it happens - it's what we expect. Whilst we don't always 'see' positive behaviour, we certainly notice its absence...in huffs or tantrums, withdrawal and isolation, poor self-image and inability to cope when things go wrong. But positive behaviour can be learned and practised, and Glenmanor aims with Being Cool in School to provide all children with learning opportunities throughout their school career to develop these skills.

Why?

Those skills that help children to manage the rough and tumble of school life are also life skills. Not only are they key to learning across the curriculum, but they also give children the best chance of growing up to be resilient and responsible, with happy, healthy relationships.

How?

The programme uses cartoon characters, who 'grow up' with pupils. Exercises and worksheets are provided, structuring discussion, reflection and role-play, based on everyday school situations. These enable children to practice skills and strategies for managing their behaviour and interactions with others in positive ways, and coping with the tough times.

What?

The Golden Rules

The Golden Rules are universal moral values. If you were to ask children and adults across the world what rules they wanted to live by all their answers would fall naturally into the six rules below -

We are gentle - We don't hurt others

We are kind and helpful - We don't hurt anybody's feelings

We listen -We don't interrupt

We are honest - We don't cover up the truth

We work hard - We don't waste our own or others' time

We look after property - We don't waste or damage things

Circle Time

What?

Circle time is a democratic and creative approach used by teachers in managing a range of issues that affect the whole learning community.

Why?

Circle time has proved successful in promoting better relationships and positive behaviour, two of the most effective improvements to both learning and the smooth and harmonious running of a school.

How?

Teachers regularly set up circle time meetings for children, at which the key interpersonal and organisational issues that affect school development can be addressed. The sessions for children may be linked to the personal and social development curriculum, or may be responsive to a class issue and often consist of meetings lasting around half an hour where children sit in a circle. Circle time meetings for children may involve carrying out activities, games and the practice of speaking and listening skills, often in a round.

What?

Celebrating Success

We all celebrate success through weekly school celebrations in two ways:

- For those children who have kept the Golden Rules, the reward of Golden Time.
- For those children whose contribution has been outstanding, the acknowledgement at our Celebration of Success assemblies.

Why?

To reward pupils who have worked hard to stick to the golden rules all week and to celebrate pupils' success both within and outwith the classroom.

How?

In Golden Time, half an hour is set aside for pupils to enjoy very special, exciting activities. The whole school community stops and celebrates together.

At Celebration of Success assemblies,

- Fantastic art work from each class are shown and the head teacher awards a pencil/eraser and certificate and the work is displayed in the reception area.
- Pupils who have been spotted being responsible citizens, confident individuals, independent learners and successful learners are highlighted and the head teacher awards a pencil/eraser and certificate.
- Any out of school achievements are shared and celebrated.
- Pupil's achievements when representing the school in competitions and festivals are shared and celebrated in terms of behaviour, attitude and their success.