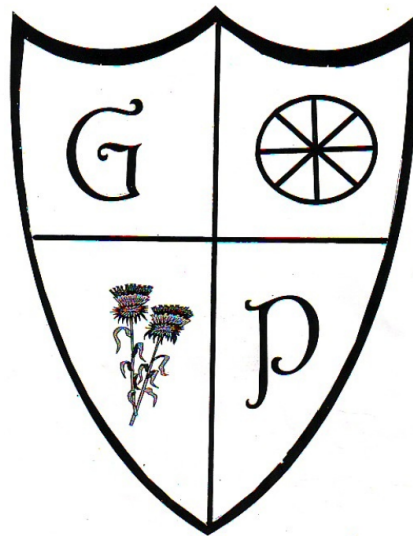




**Glenmanor Primary School**

**BEHAVIOUR POLICY**



**14 AUGUST 2012**



## **Ethos/Principles**

We have a positive, restorative and inclusive ethos at Glenmanor Primary School. We work hard in partnership with parents/carers, pupils and external agencies to ensure that there is consistency, clarity and agreement over routine procedures and that expectations, rules and rewards are positive in nature. Inappropriate or unacceptable behaviours are dealt with in a firm yet fair, restorative rather than punitive way. We use positive approaches to manage behaviour such as PATHs, Cool in School, Co-operative Learning, Circle Time, Restorative Practices and Self Regulation.

## **Rules and Expectations**

### **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

## **Procedures for Managing Behaviour in the Classroom**

**Rules and Expectations** - All staff use the golden rules listed above and reinforce these during class lessons, circle time and school assemblies throughout the session.

**PATHs Programme (Promoting Alternative Thinking Strategies)** - This programme enhances social competence and understanding. It gives pupils the emotional awareness and vocabulary to express themselves. All teachers use this programme each session to meet the needs of the pupils in their classroom.



**Co-operative Learning** - This is an excellent way to improve social interaction skills through the curriculum, as this is one of the 5 basic elements of co-operative learning.

Facilitating effective small group learning means helping group members perceive the importance of working together and interacting in helpful ways. This can be accomplished by structuring the 5 basic elements into small group experiences as below -

1) Positive interdependence

When all members of a group feel connected to each other in the accomplishment of a common goal. All individuals must succeed for the group to succeed.

2) Individual accountability

Holding every member of the group responsible to demonstrate accomplishment of the learning.

3) Face-to face interaction

When group members are close in proximity to each other and dialogue with each other in ways that promote continued progress.

4) Social skills

Human interaction skills that enable groups to function effectively (for example taking turns, encouraging, listening, giving help, clarifying, checking understanding, probing). Such skills enhance communication, trust, leadership, decision-making and conflict management.

5) Group processing

When group members assess their collaborative efforts and target improvements.

**Reward Systems** - Teachers develop their own class reward systems to promote positive behaviour.

**Solving Problems** - 'Sort it' spot identified in the classroom where children can go to resolve small issues, a class worry box or 'Tell Tale Ted' for infants. Effective use of circle time.

**Restorative Practices** - Restorative practices deal with conflict by repairing harm to relationships rather than assigning blame and punishment. Teachers use the 30-second empathy and restorative enquiry.



The 30-second empathy immediately calms the child down and allows the teacher to negotiate a time to talk to the pupil(s) or a time for another member of staff to talk to the pupil(s). The teacher uses a script to support the pupil eg 'I can see that you are upset/worried/angry about something and need to talk. I am unable to give you my full attention right now because..... Can we meet again at.....when I can give you my full attention?/Who else could you go and talk to?' The restorative enquiry is made up of 5 'magic questions', which the teacher asks to each pupil involved in the conflict. The questions are; What's happening/happened? What were you thinking when this happened? What did you feel inside when this happened? How are you now? What else needs to happen to put things right?

**Self Regulation** - This is a framework for supporting children experiencing behaviour difficulties to regulate themselves and their learning to the greatest extent possible. We need to help children to choose to plan. To achieve success, pupils need to know that an event or activity will be hard. Teachers help them to make small/brief plans with immediate outcomes. This framework is used through everyday routines to create a culture of planning early and often and to show the positive effects of planning. The teacher uses self regulation to help pupils to solve problems using the cycle of goal, predict, plan, do and review.

**'Behaviour Request for Assistance' Form** - If a teacher has managed behaviour a classroom level and feels that the harm caused needs to be further investigated or highlighted, then a behaviour request form will be passed to a member of the senior management team. The form will detail what has happened and what the teacher has done so far eg 30 second empathy or restorative enquiry. When the senior management team receive a form, they will invite the pupils affected to attend a restorative meeting. The structure used for restorative meetings is as follows:

Stage 1	Welcome	Stage 4	Clarifying agreement
Stage 2	Story 1, summarise. Story 2, summarise, then summarise shared issues. Overall summary of key issues	Stage 5	Closure
Stage 3	Repairing harm - how? Meeting needs.		



## **Procedures for Managing Behaviour outwith the Classroom**

**Rules and Expectations** - Remind pupils.

**Breaktime/Wet Playtime Procedures** - These procedures are reviewed annually with all staff to ensure that pupils are adequately supervised and supported at all times.

**Lining Up Plan and Procedures** - This plan and procedures are reviewed annually with all staff to ensure the smooth running of the school at all times, taking account of health and safety and maximum supervision.

**House System** - This system is used by all staff and house captains to reward pupils who are lining up promptly, walking calmly through the school and showing good behaviour in the playground and the hall, especially during assemblies and during lunchtime.

**Peer Mediators** - Senior pupils are trained in restorative practices and they offer this support when pupils are calm. Classroom assistants are on hand to support the peer mediators as required.

**Other Leadership Roles in the Playground** - Playground Friends, Football Support Team.

**Restorative Practices** - All classroom assistants have been trained in the use of 30 second empathy and restorative enquiry to manage conflict in the playground.

**Self Regulation** - As detailed previously.

**Walkie Talkies** - Support staff request assistance from the senior management team or first aider in the playground or around the school.

**Behaviour Request for Assistance Form** - As detailed previously.



## **Roles and Responsibilities**

### **Class Teachers**

- a) Create a restorative classroom ethos and promote positive behaviour.
- b) Use agreed behaviour management strategies effectively within the classroom.
- c) Request assistance using behaviour forms and pass to DHT asap.
- d) Record request for behaviour assistance in communication booklets.
- e) Communicate with Senior Management Team, Parents/Carers, Support Staff and other Professionals about pupil behaviour.
- f) Work in partnership with Senior Management Team, Support Staff and other Professionals to support pupil behaviour.
- g) Contribute to the planning, development and implementation of the behaviour policy.
- h) Contribute towards good order and the wider needs of the school.

### **Support Staff**

- a) Supervise pupils at assigned gates from 8.45am each day.
- b) Supervise pupils in assigned areas of the playground during morning break and lunchtime.
- c) Use a restorative approach to manage conflict and promote positive behaviour in the playground.
- d) Use agreed behaviour management strategies effectively in the playground.
- e) Request playground assistance from Senior Management Team using walkie talkies and behaviour forms.
- f) Work in partnership with the Senior Management Team, Teacher, Parents/Carers and other Professionals to support pupil behaviour.
- g) Support and contribute to the care and welfare of pupils in the playground.

### **Depute Head Teacher/ Principal Teachers**

- a) Use a restorative approach to manage conflict and promote positive behaviour.
- b) Respond to behaviour request for assistance forms asap.
- c) Provide advice, support and guidance on behaviour management strategies to Staff.
- d) Communicate with Parents/Carers, Staff and other Professionals about pupil behaviour.
- e) Work in partnership with Parents/Carers, Staff and other Professionals to support pupil behaviour.



- f) Contribute to the development of school policy in relation to the behaviour management of pupils.
- g) Develop, manage and implement policy on behaviour management.

### **Head Teacher**

- a) Responsibility for school policy in relation to the behaviour management of pupils.
- b) Manage all staff and provide professional advice, support and guidance to colleagues on behaviour management.
- c) Promote the continuing professional development of all staff in relation to behaviour management.
- d) Communicate with Parents/Carers, Staff and other Professionals about pupil behaviour.
- e) Work in partnership with Parents/Carers, Staff and other Professionals to support pupil behaviour.
- f) Manage the health and safety of all within the school premises.

### **Pupils**

- a) Follow the golden rules.
- b) Solve problems in a positive way.
- c) Make a plan for things I find hard.

### **Parents**

- a) Promote the golden rules outwith school.
- b) Support the school behaviour policy.
- c) Support the behaviour strategies used in school.
- d) Work in partnership with the school to solve problems.





## Strategies for Rewarding Good Behaviour

- Verbal praise, a quiet word or in front of peers, depending on the child.
- Non-verbal praise such as a smile, a nod or a thumbs up.
- Show that pupil's contributions and opinions are important.
- Positive written comments or smiley faces on pupil's work.
- House points.
- Star writer/Star of the Week.
- Class Rewards.
- Allow pupils to share their achievements with others eg in their classes, at assembly.
- Celebrating success assemblies.
- Weekly golden time with opportunity to use school WII.
- Display achievements on the classroom wall or in the school entrance.
- Individual reward scheme.
- Class reward scheme.
- Catch pupils being good, especially those who experience difficulties.
- Praise postcards sent home.
- Certificates.
- Stickers.
- Special day for each child eg PAThs Kid.
- Good news telephone call.
- Give pupils opportunities for greater responsibility in the school.
- Termly school reward system linked to communication booklets.





## **Strategies for Dealing with Inappropriate Behaviour**

We recognise that there will be occasions when there will be behavioural problems, for many reasons. We always try to make sense of the behaviour, so that we can deal with it most effectively. When dealing with problems, it is always important to label the behaviour and not the child.

Flexibility in the application of strategies is used to suit individual circumstances. It is important for adults to be careful not to damage relationships and pupil's self esteem by the inappropriate/over use of sanctions. Please note that sanctions are not applied to a whole group of children, when only one child's behaviour is inappropriate.

### **Low Level Inappropriate Behaviour**

This behaviour will be addressed by the class teacher or member of support staff using strategies such as -

- Eye contact or other non-verbal reminder eg hand signals.
- A private verbal reminder of expectations.
- A supportive discussion, which allows the pupil to address the behaviour.
- A behaviour target displayed on a desk for a pupil to work on.
- Time out from the group within the classroom.
- Circle time to effectively tackle class-related problems.
- 30 second empathy/restorative enquiry.
- Self regulation plan.
- Loss of golden time.
- Behaviour Request for Assistance Form if low level inappropriate behaviour continues.

### **Serious Inappropriate Behaviour**

This behaviour will be addressed by the senior management team in consultation with the class teacher or support staff using strategies such as -

- Full investigation using 'Request for Assistance' form.
- Restorative meeting/conference to manage conflict.
- Discussion with staff affected using a joint problem solving approach to find the most



appropriate and effective solution.

- Arrange a meeting with parent/carer to ensure partnership working.
- Discussions with staff affected and parents/carers using a joint problem solving approach to find the most appropriate and effective solution.
- Discussions with member of senior management team and parents/carers using a joint problem solving approach to find the most appropriate and effective solution.
- Plan alternatives to exclusion eg going home at lunchtime if this is a hot spot.
- Involve outside agencies such as the educational psychologist, inclusion support base.
- Internal exclusion from the classroom to DHT/HT's office.
- Exclusion from school, which is the absolute last resort.

## **Potential Problems**

Problems with behaviour are more likely at certain times of the day, usually when children are not actively involved in the classroom. We are aware of these hot spots and it is everyone's responsibility to try to minimise potential problems. Such times include tidy up time, waiting in line in the playground, moving about school eg for assembly, PE, lunches and going out to playground and coming back in.

We may defuse potentially 'high risk' situations, by removing individual pupils from a likely source of conflict (eg playground) for a short time. Staff will explain to the pupil that this is not a punishment but a way to calm down or avoid a situation.

## **Playtime/Outdoor Learning**

Playtimes and outdoor learning can be problematic for some pupils, since they are in school but outside the normal classroom environment. The golden rules apply during playtimes and outdoor learning in the same way as they apply in the classroom environment. Support staff should be treated with the same respect as other adults in the school and they have access to the same system of rewards and sanctions as the teaching staff. Any serious playtime incidents are reported to the senior management team using walkie-talkies to request immediate assistance. Other playtime incidents are passed on using a behaviour request for assistance form.



## **Involving Parents/Carers**

We recognise that working in partnership with parents/carers is critical for encouraging both learning and personal and social development and we have produced a “Parent’s Guide to Behaviour’ which is available on request. We communicate about your child’s behaviour through the communication booklet and we encourage two-way communication through this booklet. We contact you if there is a concern about your child’s behaviour and we operate a joint problem solving approach to support your child.

## **Involving Pupils**

Our pupil council have been elected to represent their peers and to contribute to class and whole school decision making and they are fully involved in evaluating our current practice in managing behaviour and the promotion of positive behaviour in the school and the playground. Our Buddy and Peer Mediator systems allow older pupils to support younger ones by giving them a listening ear and non-threatening support. Circle time is used frequently to give pupils the opportunity to talk and share concerns and also participate in decision making. A worry box is kept discretely in each classroom for pupils who wish to record a concern.

## **Methods of Multidisciplinary Working**

We work closely with external agencies to get it right for every child. Multidisciplinary working may involve school staff, home-link worker, educational psychologist, social work, police and health professionals.

## **Procedures for Monitoring and Evaluation**

The effectiveness of this policy will be monitored monthly with staff using behaviour request for assistance forms, exclusion statistics and attendance statistics.

This policy will be evaluated in May 2013 with all stakeholders, updated as required and shared in August with all stakeholders in August 2013. Thereafter, this policy will be reviewed in May 2016.