

Dunbarney Primary School

Positive Relationships Positive Behaviour Policy

At Dunbarney Primary School we are committed to supporting all our young people to

“Be Their Best Self”

Our agreed values of Honesty, Ambition, Respect and Kindness. and the UNICEF convention on The Rights of the Child underpin all aspects of our school life including our Relationships and Positive Behaviour Policy.

All adults modelling Rights Respecting Actions

- Using and expecting politeness and good manners
- Using Rights Respecting Language in conversations.
- Treating everyone equally, fairly and respectfully
- Having high expectations of ourselves and others.
- Being consistent in how we interact with other members of the community.
- Recognising and encouraging hard work and effort.
- Using a restorative approach when talking about how to manage emotions and conflict
- Being honest with ourselves and others in discussions about how we can improve

Teachers should also be mindful of Section 1 of GTC Standard. Professional Values and Commitment and should demonstrate this in their actions and interactions.

Whole School Approaches

- Promoting our values, expectations and understanding of children’s rights in assemblies.
- A whole school commitment to respecting and promoting Children’s Rights.
- Opportunities to learn about Rights, Through Rights and to take Action on Rights
- Through our Buddy System which promotes caring for other members of our community.
- Through our House System which promotes a sense of responsibility and shared purpose.
- Promoting a Growth Mindset to support young people to be confident and resilient.
- Through our health programme which includes discussion about relationships, peer pressure & friendship issues.
- Building resilience and awareness of the importance of being emotionally literate through the “Bounce Back” approach.
- Using the Perth and Kinross Skills Framework.
- Using co-operative learning strategies.
- Living our values

Relationships and Behaviour in Classrooms during periods of learning

Key Features

High expectations agreed collectively, referred to regularly and consistently applied are key to ensuring a calm learning environment where everyone can flourish.

In August, each class works together to agree their Rights Respecting Charter. The Class Charter includes those rights most pertinent to school and class and also identifies Rights Respecting Actions which will show that all members of the school community understand, appreciate, respect and promote these rights. It is important that Class Charters along with our school values are referred to regularly and they form the basis of agreed expectations.

Well established routines for regular activities such as how work is given out, how the classroom should be tidied, how children line up, help to maintain a strong calm well-ordered learning environment. Children respond well to leadership opportunities and in addition this gives everyone a sense of belonging and community responsibility.

Learning must be at the correct level of challenge so that children are engaged and feel they are being successful. When learning activities are too hard or too easy children can lose focus and this can lead to disruption. The Four Part Lesson Plan is used to ensure that children know what they are learning and how to be successful in this.

Children need to be reminded of expectations regularly. They should be involved in discussions as to how well they individually and collectively are meeting these expectations.

Reminders about behaviour expectations should be Clear, Calm, Concise and Consistent.

Using strategies such as proximal praise, quiet reminders of expectations, no thank you, 123 eyes on me. It is helpful to have a small bank of phrases that work when used consistently. P1-P3 use a consistent call out – e.g. "1,2,3 eyes on me with the children replying 1,2 eyes on you."

P4-P7 use STAR learners – S- Still, Silent & Set it down. T- Track the talker. A- Ask and Answer. R- Respect all.

Children and young people have a Right to be treated with dignity. PIP-RIP should apply Praise in Public, Reprimand in Private. Please see Appendix A for strategies to support positive behaviour and relationships in class.

The young person should be reminded of the expectation and given the chance to improve. The reminder should be Clear, Calm, Concise & Consistent

Name I need to see your best listening right now, thank you. Pencil down, eyes on me, Merci I expect you to wait your turn

If inappropriate behaviour continues despite reminders of expectations, then the young person should be asked to reflect on their choices using the GROW approach. [orally or in writing]

G - Give me the story R - Responsibilities & Realities O - Options W - What are you / we going to do?

If inappropriate choices impact on other members of the school community, children should be supported to reflect on impact of their actions and take part in a restorative conversation to repair the damage done to the relationship. When children's behaviour falls short of expectations our aim is to help them improve.

The aim at all times is for young people to learn from mistakes so that they do it differently next time. The conversation should be framed with reference to our values and Children's Rights.

The majority of our pupils are able to meet the school's behaviour expectations. Some children will need additional support through a planned intervention. When this is the case teachers should work with the link member of the SLT, parents and the young person to agree targets and strategies.

Children's behaviour may present as challenging because of outside factors including Adverse Childhood Experiences [ACEs] These can impact on children's ability to self-regulate, focus and learn in school. Children can need time, additional support and understanding from caring adults in school when they are facing additional challenges. A calm supportive school environment can be particularly important to a young person who is experiencing turmoil in their personal life. In addition to this we can access support for children and families from agencies such as Young Carers, Woman's Aid, The Cedar Project, Parent to Parent & Bereavement support.

Adults in school need also to be mindful of the impact of medical conditions on children's ability to focus, learn and form positive relationship with peers and adults in school. Conditions such as ADHD, ADD, ASD and Diabetes as well as genetic conditions will impact on children's engagement with school. Further advice on managing relationships for specific children will be available through professional reading, support groups for particular conditions, education psychology services.

We recognise that we need to be clear about expectations in the lunch hall, playground and when on trips out of school.

The Pupil Council worked together to design a playground charter which identifies rights and rights respecting actions which make our playground a safe and fun place to be. This charter is displayed around the school and is referred to often.

The school has an Anti-Bullying Policy which was updated in Session 2013-14 to take account of National and Local Authority guidance.

Other agencies

On occasion some children and families may need the support of additional agencies to support them to manage their behaviour. We will work with these agencies to plan and implement additional support.

Should it become necessary to ensure the good order and discipline in this school that a child has to be excluded, Perth and Kinross Exclusion Policy will be followed.

Please also see hand out from March 2019 collegiate session for information and suggestions about Positive relationships and behaviour management strategies.

This policy was discussed in August 2019 and again in October 2019

APPENDIX A

<p>1. Before the Lesson Even Begins When the students arrive to the classroom make sure that they are greeted with positivity. A welcome and smile go a long way. It's what Paul Dix calls "visible kindness"</p>
<p>Relationships This is not about trying to befriend the students or being the 'cool' teacher, positive and effective student-teacher relationships are formed through time, sincerity and trust. As adults we are aware of people who try to form instant, superficial relationships in the same vein allow the relationships with your students to form over time. Dix refers to this as 'botheredness' this being relationship building done properly, in slow motion. Gentle, kind and caring. The behaviour you model determines the relationships in your class. If teachers are respectful to the children that becomes the expected norm. Be alert to the possibility of reinforcing negative expectations of individuals.</p>
<p>Become the Broken Record...Low level behaviour management is key. Establish clear boundaries and expectations with your classes early on it will limit the chances of the behaviour escalating. Allow your group to help form the class rules or 'charter' early on you will often be surprised by how high the student expectations of behaviour are. Children work better when they know what to expect and they know where they stand. Children need explicit reminders of behaviour expectations. Remind children of expectations before an issue arises. Then praise them when they meet them. Make how the children work part of the success criteria. Evaluate how successful they have been in their contribution. Be alert to low level disruption and on top of it before it takes hold Position yourself to scan the room at all times. The main low-level behaviours that are worth addressing early on are:</p> <ul style="list-style-type: none"> • · Talking when teacher/others are talking • · Fiddling with equipment (pen tapping etc.) • · Heads on desks • · Not looking at the teacher when they are talking • · Carrying on with work when told to stop • · Sitting back on two legs of the chair • · Turning around to talk to others • · Distracting others when they should be working.
<p>Never Saying Please Following this rule as the adult makes compliance an expectation and an obligation. When you give an instruction, say thank you rather than please. For example, "I need you to put your ruler away, thank you." this implies that you know they will follow instructions and are thanking them in advance. Again – a subtle rule which has proven itself to be a very effective time saver and behaviour checker! As Paul Dix says, "Prefacing requests with 'Thank you' has a marked effect on how the request is received.</p>
<p>Sharing Expectations: Be Clear, Calm, Concise & Consistent. – Eyes on Me Thanks, is more effective and less disruptive than. – Why are you looking at that book/ fiddling with your pencil. Don't ask a question unless you want to engage in a discussion.</p>
<p>PIP/ RIP Praise in Public / Remind in Private. Children have a Right to Privacy. A quiet word will be more effective than a public row. Children are more likely to engage in a discussion about how to improve their behaviour without an audience. See above re reinforcing children's expectations of themselves and their peers.</p>
<p>Own your classroom, walk around and be confident, be unpredictable and be a curiosity. The relationships that we model to students and with other staff may be the only positive behaviour that the children see. Apologise if you make a mistake – you are modelling this for the child or young person and this will support you to build trust and respect.</p>
<p>Stick to your routines Have your set classroom habits formed with crystal clear expectations and don't deviate away from them, use time to reinforce these. You will soon see the benefits of the children knowing what to expect and where they stand. Invest time in setting up your routines and planning for behaviour. Talk about routines and expectations regularly, the start of a new term is a good time to establish class expectations through your Class Charter. These need to be kept alive throughout the year.</p>
<p>Praise The classroom is a place filled with funny and positive interactions, and your students will all feel appreciated in different ways. As Paul Dix states "I can give you a special job and make you feel like a king. I can give you £50 and make you feel like you do belong.</p>