**Mossvale Primary School & Nursery Class**

**Promoting Positive Behaviour Policy**

**Updated October 2018**



**RATIONALE**

At Mossvale Primary School we aim to create a nurturing, positive learning environment where all pupils, staff and parents are treated with equality, fairness and respect. We recognise the strong link between effective learning and promoting positive behaviour and we strive to maximise learning at all times. Every member of staff has a role to play in ensuring pupils are encouraged to actively participate in making positive and appropriate positive behaviour decisions. Every child has the right to be included and supported as far as possible in the knowledge that there is equality in terms of opportunity, social background, race, religion, gender and disability. At Mossvale Primary School children bring to school a wide range of behaviour patterns based on differences in home values, attitudes and parenting skills and we understand that the best way to promote positive behaviour is to establish a positive ethos where pupils are valued and recognised for good behaviour. Therefore all staff should always endeavour to remark on good behaviour and commend children for their positive actions and choices. The way that adults speak to pupils (and about pupils), and the way that adults allow pupils to speak to each other, directly impacts on the self-esteem, confidence and motivation that a pupils has, which in turn impacts on pupil behaviour. It is recognised that some pupils with Social and Emotional Behavioural Needs (SEBN) place pressures on staff as managing extreme behaviours can be personally and professional demanding. This policy will hopefully assist all staff to manage all types of behaviour positively and inclusively.

Our ‘**PRIDE**’ values consist of **Positivity, Respect, Integrity, Determination** and **Equality** which underpin our approach to promoting a nurturing, positive ethos which in turn improves relationships and behaviour.

**Classroom Management**

Our staff strive to be positive role models to pupils and motivate and inspire every pupil to realise his or her full potential. Classroom management and teaching methods have an important influence on children’s behaviour. Classes must be **well organised** and lessons **well planned** to ensure that all pupils are productively employed when working as a class, as part of a group or individually. These principles and practices underpin good discipline and the vast majority of pupils do conform to what is expected of them. However, in some classes, there are individuals who, for a variety of reasons, have difficulty conforming to the behaviour expected. Generally these pupils require a wide range and variety of approaches to help support them in school. It is important to create and maintain as far as possible a purposeful, orderly and safe learning environment for all pupils including those with social, emotional and behavioural needs.

Best practice should focus on positive approaches to discipline. Children are expected to behave in a responsible and polite manner to staff and to each other. Conduct of pupils should be such that the learning of the class should be able to go forward, that the physical safety of their peers should be ensured and that school property should not be damaged. Pupils should be encouraged to have a high standard of behaviour through praise and rewards. In most cases this can be achieved by demonstrating mutual respect and co-operation and a spirit of fairness. A clear understanding should be developed by both staff and pupils of behavioural **Rules, Rewards and Consequences**. The classroom teacher can deal with most situations within the classroom. Always focus on **addressing the behaviour** causing concern not the child. School assemblies provide a focal point for talking about and reinforcing aspects of school ethos and values. Positive recognition is given to pupils and classes who have achieved success.

**MANAGING BULLYING, RACIST OR SECTARIAN INCIDENTS:**

All staff should refer children to the Senior Management Team for further discussion/investigation. It is important that the children involved are given the opportunity to learn from the incident and are able to **restore** or **resolve** the issue with support. Through investigation, SMT will determine whether or not the incident requires to be formally recorded in line with Renfrewshire Council’s Tackling Racist Incident’s/Bullying Policies and/or formally recorded in the SEEMIS system. Appropriate supports and actions will be implemented in line with the school’s general Promoting Positive Behaviour Policy and where appropriate contact will be made to the child/children’s parents.

**SUGGESTIONS FOR POSITIVE CLASSROOM & SCHOOL ETHOS:**

* **Treat every day as a fresh start**
* Communicate effectively with all members of the school
* Ensure good classroom organisation and management
* Develop positive relationships with pupils, staff, parents and outside organisations
* Be well prepared for lessons
* Use appropriate resources, curriculum and differentiated materials
* Use praise effectively and encourage pupils to do well
* Welcome pupils to school in a positive and upbeat manner
* Establish clear routines to settle pupils and be prepared for lesson. Set a target time in which pupils should be seated and ready to start.
* Try to avoid unnecessary queuing in corridors.
* Discourage interruptions, queries until you have got the whole class working
* Establish a clear signal that the lesson has started (e.g. countdown)
* Only start lesson when all pupils are quiet and paying attention
* Share learning intentions and success criteria.
* Tasks need to be clearly explained
* Teachers need to be enthusiastic
* At the end of the lesson review success criteria. Give pupils a brief overview of the content of the next lesson if appropriate.
* Set homework well before lesson end and ensure it is written down correctly
* Issue rewards before lesson end if appropriate
* Only instruct pupils to pack away when you are ready
* Allow sufficient time to clear away and pack up
* Ensure materials, text books are collected in and pupils’ desks and area around them are left tidy
* Get pupils to stand and push chairs in / put chairs on desk
* Be in control during dismissal and ensure it is orderly

**MANAGING BEHAVIOUR POSITIVELY & DEVELOPING GOOD RELATIONSHIPS:**

* Clearly display / discuss Rules, Rewards and Consequences – set high expectations
* Try not to over-react or show annoyance to situations
* Use non – confrontational language such as “I need you to...”
* Use phrases of recognition, “I understand how you feel but...”
* Refrain from asking questions which invite a negative response such as “How many times have I told you? Who do you think you are?”
* Refrain from using phrases which invite a negative response such as “I’m fed up with you...”
* Focus on giving directions
* Possible use of humour to diffuse / de-escalate situations
* Follow stepped intervention consequences in class, encouraging child to make ‘good choices’
* De-escalation techniques - Ignore low level disruption if it has a positive affect - be calm, speak in calm voice etc
* Restorative / Interpretation (helping pupil to understand the meaning of the situation)
* Negotiate
* Identify triggers/Hot spots
* Consider child’s self esteem
* Provide a motivating and appropriate curriculum
* Value pupil’s abilities/achievements
* Recognise and communicate successes
* Smile!
* Recognise importance of body language
* Use eye contact
* Use pupil’s name
* Show genuine interest – corridor chat/word in passing
* Use praise – and mean it
* Humour (to defuse situation)
* Sincerity
* When discussing behaviour, stay with primary issue (i.e. the main problem!)
* Listen to all sides
* **Take a restorative approach** – how can the child learn from the incident? How can they make things better and support them to do so? Try to create time to have **restorative conversations.**
* Direct discussion at poor behaviour, not at person.
* **Routines** – visual timetable/ What’s Happening Today? board can help children feel secure in their routines, particularly those who have communication difficulties or other ASN

**CIRCLE TIME and PATHs (Promoting Alternative Thinking Strategies)**

**Circle Time** and **PATHS (Promoting Alternative Thinking Strategies) lessons** are opportunities for children to share ideas, experiences, thoughts and feelings with their peers and with their teacher. It can often be linked to Citizenship, Health & Wellbeing including emotional literacy and social skills, RME and current issues. Teachers are encouraged to adhere to the **PATHS programme** and make use of **Circle Time** to promote Positive Behaviour.

**GOLDEN TIME**

Every child from P1- P7 is entitled to **earn** 30 - 40 minutes of Golden Time each week for positive behaviour. As well as an effective incentive, Golden Time is also an opportunity to develop social skills with adults and peers and should provide opportunities for personalisation and choice and cooperative and collaborative activities. **Earning** Golden Time is linked to the stepped intervention procedures within every class and is managed by the class teacher.

**SCHOOL RULES/EXPECTATIONS**

School rules/expectations are simple and based on our school values – PRIDE (Positivity, Respect, Integrity, Determination and Equality). Our Pupil Council helped to establish the Golden Rules for the school which are displayed in each class:

* **Positivity** Work hard and try your best
* **Respect** Show respectful behaviour towards staff, pupils and property
* **Integrity** Behave in a responsible and safe manner
* **Determination** Keep trying even when you feel like giving up
* **Equality** Be kind and helpful others

**REWARDS**

Within each class there should be evidence of a reward systems and this can take a variety of forms:

Regular feedback on performance – oral/written praise

Group, class, individual reward charts, Dojo Points

Sticker/stamps for a selected task

Certificates

Star Pupil of the Week assembly awards

Golden Time

Display pupils’ work

**CONSEQUENCES**

In all disciplinary actions it is essential that pupils are involved in the process and understand the consequences of their actions. It is the child’s behaviour that is unacceptable and not him/her as a person. We should use **consultative**, **restorative** and **solution focused approaches to** all discipline matters. Consequences below should be discussed with pupils at the beginning of a new session.

* verbal / visual reminder
* move to another seat
* Time Out Slips – these can be issued to children where teachers identify that the child would benefit from a restorative talk with SMT to prevent further consequences and is a proactive and positive step in the intervention – yellow slips are completed by the teacher and kept by SMT
* wait behind period
* earn less Golden Time
* Thinking Break supervised by SMT during morning intervals – Teachers enter incidents in Thinking Break Jotter which is sent with child. During the Thinking Break a restorative discussion takes place with SMT and the child is encouraged to take steps to resolve or restore the issue
* Member of the SMT may make phone call home after three Thinking Breaks or following serious incidents to involve parents and carers in next steps
* refer to DHT/HT intervention when other strategies have not worked
* internal exclusion
* exclusion\*

If behaviour from pupils discriminates or shows prejudice in relation to race, gender, religious beliefs, disability, sexual orientation or age, the school will adhere to Renfrewshire’s Council policies : Anti-bullying and Race Equality Policy.

\*Mossvale Primary School adheres to Renfrewshire Council’s **Standard Circular 8 Exclusions of Pupils from School**. Exclusion can be a legitimate and proportionate response to a situation but the Head Teacher of Mossvale Primary School must follow formal requirements outlined in the policy in the event of a pupil being at risk of exclusion or being excluded. We must be aware that there is a presumption in Regulation 4 of the Schools General (Scotland) Regulations 1975 that a school will not exclude a learner and this can only be rebutted if grounds for exclusion have been met as outlined in SC 8.

In situations where staff require immediate support as effective teaching is impossible at the time, there is a serious health and safety issue or threat of violence the **red card** should be sent to a promoted member of staff who will respond immediately. Some classes may have access to a radio depending on needs of pupils.

**MANAGING PLAYGROUND INCIDENTS:**

At Mossvale Primary School, the SMT will share high expectations of playground behaviour by talking to pupils in classes and during assemblies. It would be helpful if teachers and support staff remind expectations for the positive behaviour in the playground when required. Our Support Staff supervise pupils in the playground and their role in this regard is of considerable importance. Support staff will encourage pupils to play with playground toys safely and fairly and remind pupils of appropriate behaviour. When incidents occur support staff supervising in the playground have to use their judgement on how best to deal with what has taken place. Support staff should be able to manage most situations (using reminders, time out strategies, etc) although it is sometimes necessary to involve/inform SMT. Support staff should inform members of the SMT in the first instance to report inappropriate behaviour incidents in the playground. The use of walkie talkies during intervals keeps communication of any problems to a high level. Pupils may be sent inside the school to talk to SMT and/or kept in for misdemeanours if input from support staff does not have any effect. **Relaxed entry** into the school **P3-7** will be used at the end of intervals to lessen the time pupils line up outside to minimise hot spots. Pupils are encouraged to enter the classroom as quickly as possibly rather than waste time lining up outside. Where possible it is important that pupils have a smooth transition from playground to classroom and that playground incidents do not have a negative impact on learning and teaching. **Therefore significant incidents should be discussed with the SMT as quickly as possible to minimise disruption for class teachers.**

A minority of pupils often find unstructured playground interval times difficult to maintain good relations with peers. Therefore our Additional Support Needs Assistants or Key Worker may be used to supervise targeted pupils who have planned, alternative activities inside the school to further develop their social skills.

**For repeated/unresolved difficulties with a pupil the Senior Management Team will be involved and some or all of the following action will be taken as appropriate:-**

* one to one discussions/counselling
* communication with parents
* behaviour chart/ Good News Book or other strategy - to go home daily/weekly
* regular meetings with parents / child if appropriate
* using additional adult support staff within school
* Nurture sessions to develop area of need
* Relaxation sessions
* child brought to/collected from school
* Supervised/supported at intervals/lunchtimes
* Time out strategies/Internal exclusions
* Exclusion from event
* Individualised Educational Plan (IEP)
* Child’s Plan/Support Plan
* Referral to Educational Psychologist/other agencies for further advice / supports

**Nurture Groups**

Nurture group sessions within Mossvale Primary School provide targeted support to vulnerable children whose barriers to learning arise from low self - esteem or social, emotional or behavioural needs that prevent them from fully accessing the curriculum. Our Depute Head Teacher liaises with staff and parents to identify pupils who would benefit from nurture type sessions involving small groups which aim to improve self-esteem, confidence, concentration, social skills, relationships, emotional literacy and behaviour e.g. Circle of Friends, sewing2together sessions, key worker involvement. The school will be involved in **Renfrewshire’s Nurturing Relationship Approaches** in 2018-2019 and 2019-2020 and this policy will be reviewed by June 2020 to capture more effective strategies to further improve relationships across the school. The school will also be exploring the use of Video Interactive Guidance to help promote positive relationships between staff and pupils.

**STRATEGIES USED BY SCHOOL MANAGEMENT TO PROMOTE POSITIVE BEHAVIOUR:**

All teachers have an important role to play in dealing with situations. There are occasions when promoted staff will be involved in dealing with serious incidents. These should be instances of extreme or persistent misbehaviour. Teachers who are experiencing difficulty with particularly challenging pupils will require an enhanced level of support from school management and other colleagues. Depending on the form of misbehaviour the DHT/HT/PT will work with the pupil/s using similar strategies to those of class teachers. Every attempt is made to resolve matters in a calm manner with all parties concerned hopefully accepting an understanding of the outcome and decisions taken. When a child is having difficulties on a regular basis the co-operation of parents will be requested to discuss the matter and to try and agree a way forward for the child. Parents are also contacted on occasions by promoted staff when a serious incident has taken place or when considered necessary. Children with identified SEBN will have a Child’s Plan which will detail strategies for class and where appropriate other times in the school day. Teachers have a responsibility to work with the Pupil Support Coordinator to ensure that strategies and supports are implemented. Where necessary, a referral may be made to the Educational Psychologist and/or an Integrated Assessment may be initiated to plan multi agency support.

**RESOURCES**

* “The New Primary Assertive Discipline IV” by Behaviour & Learning Management.
* Code of professionalism and Conduct gtc
* Standard Circular 8 Exclusions of pupils from School Renfrewshire Council
* Improving Relationships and Promoting Positive Behaviour in Scotland’s Schools - smarter Scotland
* VIG strategies – Principles of Attuned Interactions and Guidance