

Mossvale Primary School & ELCC Class
Promoting Positive Behaviour Policy
Return to School March '21



Following another unsettling period of lockdown, it is important that we are ready for our children on their return to school to provide them with the safe, nurturing, secure environment they need in order to thrive & achieve of their best. Below are some of the main principles within our current policy & also complement our RNRA Levels 1 & 2 Awards (Jade & Ruby).

At Mossvale we aim to (recognise):

- *Create a nurturing, positive learning environment where all pupils, staff and parents are treated with equality, fairness, and respect*
- *Be consistent & have a clear understanding of expectations shared by both staff and pupils of behavioural **Rules, Rewards and Consequences***
- *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*
- *The best way to promote positive behaviour is to establish a positive ethos where pupils are valued and recognised for good behaviour*

To help us achieve the above when pupils return:

- Teachers to revisit the Wellbeing Wheel with all pupils
- Pupils to complete Return to School Survey
- Teachers to agree with pupils individual Class Rules with clear rewards & consequences; to be displayed (see below)
- Classes should be well organised and lessons well planned to ensure that all pupils are focused/ on task
- Implement Mossvale's 'Give It a Go' (previously agreed RNRA approaches – see attached)
- PATHS Pals & Playground Leaders ??? to be reintroduced

Ongoing whole school focus/ approaches:

- Daily Pupil of the Day & PATHS Weekly lessons to be maintained
- Star of the Week Certificates to be issued at online Weekly Assemblies
- Restorative Thinking Breaks
- Promotion of Mossvale Values - All staff (**Positivity, Respect, Integrity, Determination and Equality** which underpin our approach to promoting a nurturing, positive ethos which in turn improves relationships and behaviour)
- Praise and rewards/ Golden Time
- Treat every day as a fresh start
- Weekly whole school values focus (Week beginning 15TH March: POSITIVITY/ 22nd March: RESPECT & INCLUSION/ 29TH March: DETERMINATION)
- House Captains oversee House Points

Additional information to support staff

MANAGING BEHAVIOUR POSITIVELY & DEVELOPING GOOD RELATIONSHIPS: (aspects of current policy)

- Clearly display 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...**”
- 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 effect - be calm, speak in calm voice etc
- Restorative / Interpretation (helping pupil to understand the meaning of the situation)
- Negotiate
- Identify triggers/Hot spots
- 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**.
- **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
- **Rewards** – Golden Time (Earning Golden Time is linked to the stepped intervention procedures within every class and is managed by the class teacher)

SCHOOL RULES/EXPECTATIONS/VALUES

- **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

CONSEQUENCES

- Give verbal / visual reminder
- Move to another seat/ Calm Corner
- 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
- 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
- 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:

- 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. 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.**