



# Toolkit for Positive Behaviours at Kirklandpark Primary School



## Kirklandpark School Rules

Communicate honestly and respectfully with others  
Act in a safe and calm manner.  
Listen and follow instructions carefully.  
Keep hands feet and unkind words to yourself.  
Have respect for your own, others and school property

## Strategies for Success

Be consistent and calm.  
First attention to those who behave.  
Relentless Routines  
Restorative Conversations  
Name and Fame

**Agreed strategies to recognise children who are going above and beyond, within their individual capacity.**

**Article 28**  
Every child has the right to an education



- Class teachers choose their own reward systems for within the classroom. Children know how this works and respond positively to this process.
- Name and Fame - class teachers will endeavour to highlight children each day who are going above and beyond in the many aspects of their daily lives in school e.g. skills development, hard work, effort, kindness, respect or generosity.
- Children collect House Points every week, for going above and beyond.
- Points are counted weekly to determine the house with the most, who receive an additional playtime.
- Each week a child is selected from each class for their efforts and hard work, related to something other than academics, and celebrated at assembly.
- Each week an additional certificate is awarded to a child in each class for their 'above and beyond' efforts e.g. Star Writer, Star Artist, Most improved Speller, Mathematical of the Month or Positivity Award.
- Each week classes will build relationships, have fun and celebrate together during Golden Time
- Pupil's wider achievements will be recognised through our certificates at assemblies.

## Article 12

Every child has a right to have a say in all matters affecting them, and to have their views taken seriously.



## Article 29

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and others cultures, and the environment.



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**The flyby:** A quick and quiet reminder of the instruction and the expected behaviour you are looking for.

**The reminder:** A reminder of the expectations for learners; Ready, Respectful, Safe delivered directly to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.

**The warning:** A clear verbal warning delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices. Scripted approaches at this stage are encouraged:

**Last Chance:** 30 second intervention/30 second Script

- a. Gentle approach, personal, non-threatening, side on, eye level or lower.
  - b. State the behaviour that was observed and which rule/expectation/routine was disregarded.
  - c. Tell the learner what the consequence of their action is e.g. who it is affecting and how. Refer to previous good behaviour/learning as a model for the desired behaviour and say, 'Thank you for listening'.
  - d. Leave the learner; allow him/her time to decide what to do next.
- If there are comments, as you walk away – do not react or respond. Write them down and follow up later.

We resist endless discussions around behaviour and spend our energy returning learners to their learning

**Cool Down:** The learner is asked to speak to the teacher away from others; Boundaries are reset; Learner is asked to reflect on their next step. Again, they are reminded of their previous conduct/attitude/learning. The learner is given a final opportunity to re-engage with the learning/follow instructions.

If the step above is unsuccessful then the learner will be asked to leave the room. If appropriate, an additional member of staff will walk with the learner to a workspace outside the teaching room.

Learners should only stand outside classrooms if they need to cool down and/or to defuse a situation. In general, a few minutes should be enough.

**The Restore:** Once the learner has had time to reflect, a 2-minute restorative conversation will be held with the learner. This may be at the beginning of break/lunch time when the other children are not present to discuss how they are going to restore the relationship or resolve the disruption to their learning.

#### LOW LEVEL CONSEQUENCES

- Apology
- Thinking Time in an agreed place.
- Act of kindness
- Work sent home if incomplete due to misconduct.

#### MEDIUM LEVEL CONSEQUENCES

- Chat with Parents
- Thinking Time in an agreed place.
- Act of kindness
- Work sent home if incomplete due to misconduct.

#### HIGH LEVEL CONSEQUENCES

- SLT Support
- Restorative Meeting
- Parental Meeting
- Individual Plan

#### TOP TIPS

- In a calm and clear manner, use phrases such as, I hear you but... Be that as it may... I'm aware of that... I understand what you are saying, however..., to listen to what the other person is saying no matter how it is delivered.
- PIP and RIP – Praise in Public – Reprimand in Private
- Deal with secondary behaviour later but deal with them.
- Distressed behaviour – Refer to strategies and steps related to PPRUDB/Emotion Coaching/De-escalation Training/Emotion Works and Nurture/Attachment.
- Consequences are not designed to be punitive but to restore relationships and help children understand their responsibilities in being ready to learn, respectful and safe as well as how their actions can have an impact on other children's rights.