**Williamston Primary School  
Positive Playground Behaviour  
2017-2018**

Pupils should revisit the golden rules regularly to ensure they are understood by all and the reasons we have them. The golden rules should be displayed clearly in classrooms and referred to in discussions about positive or negative behaviour.

As we develop our House System, house tokens will be introduced to reward positive behaviour such as playing well, lining up quickly, sharing and being kind. PSWs and teachers should aim to praise good behaviour and discuss positive conflict resolution as often as possible

Staff and pupils have the right to feel safe and respected. Sanctions will be employed to encourage positive behaviour and adherence to the golden rules.

Restorative approaches help pupils understand the impact of their actions and how to put it right. By using this Restorative Approach we are giving pupils the skills to independently make better and more informed choices in the future.

**The Restorative Approach**…

…encourages pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop respect, responsibility and truth telling.

**About Restorative Language**:

When our pupils find themselves in conflict or upset we will ask them:

*What happened?*

*What were you thinking when it happened?*

*What needs to happen to put this right?*

*What would you do differently next time?*

We might also say to our pupils:

*What would you think if this happened to you?*

*How can we put this right?*

*What could you do differently next time?*

*What other choice could you have made?*

*How could you make sure this doesn’t happen again?*

Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to make them feel better. If someone has done something wrong, we expect them to take responsibility for their actions and fix the situation.

|  |  |
| --- | --- |
| Playground Guidance 2017-18 | |
| Behaviour | Action |
| **Level 1**  Breaking the Golden rules – unkind words, not sharing for example  Being slow to leave the field | Verbal reminder given in a positive manner  Praise children that have improved their behaviour and those following the golden rules |
| **Level 2**  Continuation of above behaviour  Hitting, hurting – rule of ‘Do be gentle’ being broken  Not leaving field even when asked | Time out on bench in playground followed by restorative conversation by PSW  or  5 mins loss of playtime followed by restorative conversation with DHT/ HT  Reinforcement of Golden rules and conflict resolution through class activity  Loss of Playtime to be recorded in DHT book  Slip filled out by PSW to inform teacher |
| **Level 3**  Significant incident for example:  Significant hitting or hurting – biting, hurting with sticks or stones, fighting, punching  Continuation of above behaviour  Refusal to leave the field | Slip filled out by PSW to inform teacher/DHT  Take inside or send off field  Loss of playtime  Restorative conversation by PSW and teacher  Reinforcement of Golden rules and conflict resolution through class activity  Phone call to parents/carers (including injured party) by teacher  Loss of playtime to be recorded in playtime book  Restorative conversation with DHT during next morning playtime  Referral to SFL/SLT AOW Assessment by CT |
| **Level 4**  Persistent misbehaviour – for example 3 entries into PSW book in a week  Continued significant hitting/hurting or significant incident  No change in behaviour despite sanctions and restorative practices | Consequence to be decided by leadership team– for example loss of break/lunch time, communication with parents/carers, agreement to be reached about behaviour plan  Consequence will be shared with PSWs and Teacher  Other discussions may take place with SfL AOW meeting/child’s plan can be arranged |

Accusation of Bullying: Slip filled out and PSW/teacher to investigate