



PROMOTING POSITIVE BEHAVIOUR AT GLENBERVIE

***Article 28: (Right to education):** All children have the right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this right. Discipline in schools should respect children's dignity. For children to benefit from education, schools must be run in an orderly way – without the use of violence. Any form of school discipline should take into account the child's human dignity.*

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RESPECTFUL

RESPONSIBLE

SAFE

Positive Behaviour Management Policy

Glenbervie School

RATIONALE

Glenbervie School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As a Silver Accredited Rights Respecting School, the purpose of this policy is to guide staff, pupils and parents on our restorative and relationship focused approach to behaviour management. A consistent approach and high expectations from all members of our school community will support children to learn in a positive, nurturing, empathetic and respectful environment. The approach echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. It also recognises everyone's right to learn in an environment which is safe, nurturing, and where children participate in the decisions which affect them.

Aim of the Policy:

- Clear, consistent and fair
- Promote and recognise excellent conduct
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- Help learners be aware of their behaviour and be responsible for the consequences of it.
- To use **restorative practice*** to identify why children experience conflict from time to time.
- Promote a shared understanding of expectations between home and school and our wider community
- Demonstrate and uphold our expectations and school values
- Give learners the best possible chance of success.

Three Is the **Magie** Number!

Our school expectations are:

- **Be Respectful**
- **Be Responsible**
- **Be Safe**

Rights Respecting School

Glenbervie School is currently a Silver Level Rights Respecting School, meaning it respects the findings of the United Nations Convention on the Rights of the Child, which found that certain rights should be adhered to if children were to have a happy and successful life. With these being legally agreed by the Scottish Government it is vital we get this right.

Most important of these to us as a school are as follows:

- Article 12 - You have the right to give your opinion and for adults to listen and take it seriously.
- Article 13 - You have the right to find things out and share what you think with others, by talking, drawing and writing, or in any other way unless it harms or offends other people.
- Article 15 - You have the right to choose your own friends and to join or set up groups as long as it isn't harmful to others.
- Article 19 - You have the right to be protected from being hurt and mistreated, in body and mind.
- Article 24 - You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment and information to help you stay well.
- Article 28 - You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.
- Article 29 – You have the right to an education which develops personality, respect for others' rights and the environment.
- Article 31 - You have the right to play and rest.

These rights are embedded in our school. As duty bearers it is the responsibility of staff to ensure all children's rights are realised and encourage all children to think about the rights of others too. Pupils who behave in a way which violates the rights of their peers will have their attention drawn to this and, if required, school will call on the support of parents to support the children's learning.

*Restorative Justice

Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.



Restorative Justice consists of 5 steps:

- Talking about the problem: **WHAT** happened?
- Thoughts at the time: **WHAT** were you thinking while this was happening?
- Feelings at the time: **HOW** did the incident make you feel?
- Considering the damage: **WHO else** was affected by what happened?
- Repairing the relationship: **HOW** can we fix this together?

This involves critical thinking and problem solving on the child' part, empowering them to put things right in the future and allowing them to explore in-depth the consequences of below-standard behaviour. Pupils are encouraged to think of their own meaningful approach to repairing their relationship, allowing all parties to move on from hurt feelings and disputes.

(Taken from <https://restorativejustice.org.uk/restorative-practice-schools>)

Each year we aim to train our Young Leaders (learners in P6/7) to use restorative approaches to resolve **low level*** conflicts. Our Young Leaders or Playground Pals as we will call them will encourage and support children through the process using a Friendship Mat, an approach which encourages all sides of a dispute to reflect verbally on their thoughts and feelings which they experienced throughout an incident. This allows pupils to empathise with all parties involved and lead to a more open approach to resolving an issue. Pupils will then be encouraged to co-create a method of fixing or 'restoring' the relationship between pupils.

*Our Young Leaders are trained to recognise low level conflict only: arguments, disagreements or squabbles.

What will this look like in our school?

Step	Action	What this looks like
1 - Redirection	Gentle encouragement, a 'nudge' in the right direction, small act of kindness	Smile, look Offer of break (water etc) Offer of help Are you okay?
2 – Reminder	Reminder of the expectations, Respectful, Responsible, Safe, delivered privately where possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.	Reminder of expected behaviour. Link to expectations. Remind of when they have done this well. Offer a positive choice. (See micro script for support)
3 – Caution	Clear verbal caution delivered privately where possible, making the learner aware of their behaviour and clearly outline that if they continue, they will be instructed to take time out.	Making aware of behaviour and previous reminder. Point out next steps/consequences
4 – Reflection	Give the learner a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage.	Quiet space e.g. outside classroom, quiet area in room, space in playground to reflect. Adult who has given reflection time to discuss with learner.
5 – Consequence Restoration	Give the learner a consequence proportionate to the behaviour/action (see suggestions). Follow up with restorative conversation (using prompt cards)	Suggested Consequences could be: (not exhaustive) <ul style="list-style-type: none"> • Apology to person/people affected • Stand at end of dinner queue • Tidy classroom • Last out to playtime/lunch/end of day • Sending unfinished work home • Timed 'time out' in Lunch Bunch
6 – Communication with home	Meeting with, teacher, pupil and parent to action plan next steps and targets which would be monitored over the next 2 weeks. (HT may be present if appropriate)	Use of action planning to form agreement

Consistency is the key – staff will:

1. Meet and say hello to every pupil.
2. Refer to 'Respectful, Responsible, Safe'
3. Build positive behaviours and nurture relationships.
4. Involve pupils in planning for lessons that engage, challenge and meet the needs of all learners.
5. A mechanism for positive recognition is used throughout the school and in each classroom
6. Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
7. Follow up every time, retain ownership and engage in reflective dialogue with learners.
8. Never ignore or walk past learners who are not being respectful or unsafe.

To support, guide, model and show a unified consistency to the learners, the Head Teacher will:

- Take time to welcome learners at the start of the day
- Be a visible presence around the site
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support teaching staff in managing learners with more complex behaviours

Recognition and rewards for effort

- Recognition boards in classrooms
- Praise Slips which are sent home via SeeSaw to recognise behaviours that are over and above.
- House Points Awarded.
- Highlight at assembly
 - Recognise and reward learners who go 'over and above' our three school expectations and gain Praise Slips.
 - Celebrate with the group who has won 'Hot Chocolate with the Head'
 - We also give recognition to those children who role model our values:

Responsibility

Fairness

Respect

Honesty

Care

Steps In Managing and Modifying Behaviour

Learners are held responsible for their behaviour and we will use the following steps in behaviour for dealing to prevent consequences:

The reminder - A reminder of the expectations for learners Respectful, Responsible, Safe delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.

The caution - A clear verbal caution 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:

The time-out

- 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.
- Learner is given a final opportunity to reengage with the learning / follow instructions

Parents in Partnership

- The partnership stage will be implemented where there is a cause for concern e.g. attendance, behaviour or progress issues.
- Parents will support and, if necessary, attend the Reparation Meeting between the member of staff and learner.
- Develop an appropriate action plan with the learner
- Monitor and review using the action plan
- Discuss both the consequences for the learner if not meeting the required action and the positive outcomes for everyone if the behaviour improves
- If a learner does not achieve the required change in conduct agreed within the action plan a verbal warning will be issued by the Head Teacher.
- Learners must be given a second chance to achieve the targets agreed on the action plan after the verbal warning. All of these matters will be confirmed in writing to parents and recorded on our Pastoral Notes record in the learner's file.

SEESAW

SEESAW is our simple and exciting tool which allows teachers and parents to keep in touch about learning and behaviour, and to celebrate achievement in and out of school.

At the beginning of each school year, pupils will reflect on our three school expectations Respectful, Responsible and Safe. We celebrate good relationships and positive behaviour through our school values certificates, handed out at weekly assemblies. We will celebrate these achievements on SEESAW.

BULLYING

Glenbervie School have a Respect and Resilience Policy designed to train and support staff and pupils with incidents of Bullying.

“Bullying may be defined as a range of pre-meditated, persistent and often deliberate actions, undertaken by a person or a group of people, which cause the victim(s) physical or emotional distress.”

It may be useful at this point to draw a distinction between acts of bullying and incidents which, although not to be encouraged, are commonplace when groups of children play together. An occasional tussle or quarrel between two children will be treated as a breach of our school expectation ‘**SAFE**’ by staff, but it is not bullying. Similarly, reciprocal or casual name-calling is not to be condoned, but it is not bullying. Sustained victimisation is. The crucial distinction is where the imbalance of power is such that the victim clearly needs positive support. At the same time the bully needs to be made aware of the damage, which his/her actions are causing.

The school is opposed to all forms of bullying behaviour, be this physical, verbal, threatening and intimidating behaviour or ostracism from groups, games or activities, and we will do everything in our power to prevent such behaviour amongst our pupils, and to deal effectively with any incidents which might occur. Victims of bullying are supported by a range of strategies and resources depending upon the needs of the child and the nature of the incidents. However, please be reassured that incidents of bullying in Glenbervie School are few and far between.

We believe that a strong, positive school ethos and constant work on building a caring school community, together with close contact with parents, offer the best way forward.