



Promoting Positive Behaviour at Glenbervie School

Policy Statement

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.

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.

Overview of Approach



RESPECTFUL
RESPONSIBLE
SAFE



VISIBLE
CONSISTENCIES



RESTORATIVE



RECOGNITION

Respectful, Responsible, Safe



Our School Expectations

Our school expectations are Respectful, Responsible and Safe. In the simplest terms, pupils need to be able to answer these questions in regard to their behaviour 'Are you being respectful in this situation?' , 'Are you being responsible and ready to learn?' and 'Are you behaving in a way that is safe?' All staff will refer to these 3 key words in all conversations with pupils about behaviour.

Rights Respecting School

Glenbervie School is a Silver Level Accredited Rights Respecting School, meaning it respects the findings of the United Nations Convention on the Rights of the Child, which states that certain rights should be adhered to if children were to have a happy and successful life.

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.**



Visible Consistencies

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

What This Means for Children



Children know expectations throughout school



Consistent response from adults



Certainty



Restorative

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's 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.





Restorative Steps

1 - Redirection

The learner is given a gentle encouragement, a 'nudge' in the right direction, small act of kindness.



2 – Reminder

The learner is reminded of the expectations Respectful, Responsible, Safe, delivered privately where possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and initiative taken to keep things at this stage.



3 – Caution

The learner is given a clear verbal caution delivered privately where possible, making the learner aware of their behaviour and clearly outlining that if they continue, they will be instructed to take time out.



4 – Reflection

The learner is given a chance to reflect away from others. The learner is spoken to privately and given a final opportunity to engage.



5 – Consequence/Restoration

The learner is given a consequence proportionate to the behaviour/action. Followed up with a restorative conversation.



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 (Head Teacher may be present if appropriate).



Recognition

Why have we changed the way we recognise positive behaviour?

Through discussions with groups of pupils throughout the school common themes about our previous system of recognition were identified:



Use of cards was inconsistent



Equity – Token Economies change to meet needs of ALL children



Some classes earning more treats than others



Negative behaviour is recognised more than positive behaviour



The need to remove fame and attention from those who consistently choose not to follow the rules

Our New Approach to Recognition and Rewards

- Recognition boards in classrooms
- Recognise and reward learners who go 'over and above' our three school expectations and gain Praise Slips.
- House Points Awarded.
- Highlight at assembly
- 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



Partnership With Parents/Carers

Parents/Carers have a vital role in supporting their child and working in partnership with school staff to promote positive behaviour.

- The partnership stage will be implemented where there is a cause for concern e.g. attendance, behaviour or progress issues.
- Parents/Carers will support and, if necessary, attend a meeting which would include staff members and the 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 meeting will take place involving Head Teacher.
- Learners must be given a second chance to achieve the targets agreed on the action plan after this meeting. These matters will be confirmed in writing to parents and recorded on our Pastoral Notes record in the learners file.