



Mulbuie Primary School

Developing Positive Relationships and Behaviour Policy

March 2014

Introduction

This Positive Relationship and Behaviour Policy, which incorporates our Anti-Bullying/Anti Racist policy, outlines the procedures that help to build a positive learning environment for our pupils. The establishment of a sound learning environment at school and classroom level is key to effective learning and teaching.

Effective learning and teaching is dependent on positive relationships established through inter-actions between staff and pupil and between pupils themselves. The development of a positive ethos within schools is the foundation for better learning.

Promoting Positive Behaviour

Objectives:

To create a calm and safe learning environment in which all children are able to do their best.

To create an atmosphere of mutual respect, trust and corporate responsibility

To promote a positive school ethos through positive behaviour strategies and celebrations of success

To raise standards of attainment, behaviour and attendance for all pupils

To involve pupils, parents and staff in setting rules/standards of behaviour within the school

To support pupils in managing their own behaviour effectively while respecting the rights of others

To inform parents and pupils of sanctions that will be taken for negative behaviour

To develop social and Citizenship skills through a variety of school contexts

School ethos:

The above objectives are attributed to one of our new school aims [2014] which is:

‘We want our young children to feel a sense of belonging in the community, to develop a respect for their local community and the people in it, to learn tolerance to diversity and acceptance of others and to learn and develop skills to influence change for better in the community.’

This policy contributes to achieving the above. We have an active Pupil Council, pupil buddying, playground friends, a whole school house system and a number of school initiatives and monitoring systems to promote positive behaviour.

The Mulbuie Charter follows common sense rules which allow us to work in harmony with one another and ensure the safety and wellbeing for all within the school community.

Mulbuie Pupil Charter- written by the pupils

1. 'We have a **right** to be treated nicely but a **responsibility** to treat others nicely by
 - Including others
 - Being honest
 - Not taking or breaking other's belongings
 - Being polite to everyone
 - Not calling anyone names, even in fun
2. 'We have a **right** to work and play in a safe, clean and tidy school but a **responsibility** to keep it that way by
 - putting litter in a bin
 - taking care of equipment
 - keeping the school tidy
 - not breaking or damaging school property

School 'House' System

All children are allocated a school house with many activities and aspects of school life crossing all ages/stages. This helps the pupils to learn *collegiate* responsibility.

The wearing of the Mulbuie school uniform also helps promote whole school collegiate responsibility and therefore pupils are encouraged to wear it with pride.

Managing Positive Relationships and Behaviour

Positive behaviour is achieved in two ways:

1. **Prevention** – Preventative strategies which encourage each pupil to develop a sense of personal responsibility and self discipline.
2. **Management** – When negative behaviour occurs we need to be able to respond positively and effectively.

We try to do both by employing positive behaviour strategies through a number of initiatives and school policies and imposing understood sanctions when negative behaviour arises.

Responsibilities:

Staff: The school staff, both teaching and non-teaching, share a collegiate responsibility for consistently implementing school policy on positive behaviour.

Parents: Parents have a responsibility for ensuring that they support their child in meeting school expectations in respect of positive behaviour.

Pupils: Pupils are expected to be responsible for their own positive behaviour and meet the expectations set out by the school.

School expectations:

- All members of the school community are expected to respect each other
- Pupils are expected to take care and value school property and equipment
- Pupils are expected to conduct themselves in an orderly manner at all times whilst at school and when representing the school.
- Pupils are not allowed to bring any potentially dangerous objects to school that could harm themselves or others; or any games or toys that are seen to promote violence.

Positive Behaviour strategies used at Mulbuie Primary:

- Regular use of praise for good and appropriate behaviour. Pupils are told implicitly why they are being praised.
- Use of proximal praise. This is very effective, especially for younger pupils.
- Awarding of merit awards, class points, School House points, Citizenship awards/nominations, certificates and stickers for positive behaviour and achievement in areas across the curriculum and out with school.
- Use of 'Circle Time' to discuss aspects of personal and social development including positive and negative behaviour
- Use of stories, especially for younger pupils, that promote positive behaviour role models.
- Structured Golden time used as a reward on a weekly basis
- Lunchtime and playtime awards given by support staff/head teacher
- Nomination of 'Star' pupils at whole school 'Golden Assembly' for good behaviour/following the pupil carter/showing good citizenship.
- Achievements, including good behaviour, recorded in each child's 'Achievement book' and shared with others including parents.
- Achievements, including good behaviour, displayed on whole school achievement board.
- Achievements celebrated within newsletters and the local paper 'Muir Matters'
- Implementation of programmes in Emotional Literacy such as "Resilient Kids"
- Appointment and training of 'playground friends' who have some responsibility to support the Charter and who help other pupils deal with minor altercations within the playground.
- Whole school assemblies on moral and social issues
- Discussion and implementation of aspects of Citizenship within the classes
- Allocation of 'Golden Time' as a reward for positive behaviour and achievement
- Use of 'buddying' system within the school for nursery/P1
- Setting and reviewing termly personal targets for improving work and/or behaviour- these to be shared with parents.
- The introduction of a behaviour reward chart as part of a management system for some pupils. These are shared with parents.

Advice for Staff

Children have to learn positive behaviour and, as in all aspects of life, they sometimes have to learn from their mistakes. In managing behaviour, CONSISTENCY is the key to success

- Be consistent, fair and persistent.
- Keep any promise you make to the pupils and remain open and honest with them.
- Before taking any action communicate, clearly and effectively your intentions to the pupil.
- Act rather than react.
- Impose appropriate, fair and effective sanctions that are relevant to the misdemeanour.
- Be confident and let your voice and manner make it clear to the pupil you expect them to do as you ask.
- Do not shout
- Seek advice and support if a situation escalates
- Reprimands should focus on the behaviour not on the pupil's personal qualities
- Pupils should be reprimanded privately whenever this is possible

Sanctions used for supporting improvement of behaviour at Mulbuie Primary:

When deciding on sanctions for unacceptable behaviour, teachers should consider the following and decide which is the most appropriate action or series of actions:

- The age/stage of the child.
- The child's understanding of their behaviour. This particularly relevant for children with Additional Support Needs (ASN)
- The seriousness of the misdemeanour
- If other children have been hurt as a result of the action
- Is the behaviour recurring?
- Is the child currently using a behaviour chart?
- Was the child provoked?
- Other factors that may affect behaviour eg difficulties at home.

Sanctions used at Mulbuie Primary School

Not all steps will be followed for any one incident [see above].

Stage 1: "Chances to Change"

- Pupil receives a warning (visual or oral)
- Pupils receives an orange card (may be oral to minimise disruption to learning)
- Pupil receives a loss of Golden Time which is recorded

Pupils are supported in moving forward through discussion. For most children, this will be enough to support them in changing their behaviour.

For those for whom this is not successful in changing behaviours:

If three incidents are recorded, the class teacher will inform the parents by pro-forma letter, so parents can support their child in improving and developing their ability to behave within the class and school environment.

On the recording of a fourth incident, a meeting will be held with parents/carers.

Some children may need additional support in developing relationships and behaving in the school setting. If this is the case, additional strategies will be implemented:

Stage 2: Additional Support:

- A meeting will be held with parents to set targets for the pupil
- An individualised target orientated reward system will be set up including the earning of Golden Time through achieving targets
- Regular contact established between home and school
- Opportunity for time out agreed (if this can be facilitated)
- Removal of privileges such as representing the school or acting on committees

The pupil will be supported in discussion and restorative dialogue throughout this stage.

This support will be reviewed by school staff every six months. If successful, the pupil will move back to the support cycle at Stage 1.

If the second stage of intervention is unsuccessful in supporting the improvement of a child's behaviour to meet the aims as above, and disruptive and negative behaviour continues without improvement, it may be necessary for more formal steps to be taken.

These may include:

- A letter to the parents from the head teacher
- Formal interview requested by the head Teacher with parents and pupil
- Behaviour targets/requirements set by Head Teacher with parents for the pupil
- The opening of a Child's Plan
- Advice sought from partner agencies where and if appropriate
- Possible exclusion

Managing Incidents of Aggression and Violence

If a child is violent, antisocial or a danger to others including in the playground, he/she will be removed from the situation by a member of the management team. Incidents of violence or swearing will result in immediate loss of Golden Time and should be reported to the Head Teacher (or in his/her absence, the Principal Teacher), who will advise on action to be taken. Parents will be informed by letter should the Head Teacher feel that this is appropriate.

Procedures for dealing with major breaches of discipline:

- Exclusion – reference will be made to Highland Schools 'Management of Exclusion in Schools' (June 2012) for advice on how to proceed
- If pupil/parent does not meet the conditions of the school or fails to return on agreed date, then the Head Teacher will involve the Area Education Manager
- Where a criminal offence has been committed the Head Teacher will contact authority Legal Services and/or local police.

Incident log folder:

This is used to record:

- Any incident involving a child or anyone employed at the school which results in injury
- Theft or damage to property
- Any complaints/ concerns about a child's behaviour from own/other parents
- Any contact about pupil from outside agencies
- Aspects of bullying or racism

The log is dated, indicates people involved, relevant information and action taken. Incidents of proven bullying and racism are recorded on 'Anti-bullying and anti-racist' incident form and forwarded to the Performance Management Unit.

Use of Physical Restraint [Highland Council Policy]

If a pupil becomes physically aggressive towards another pupil or member of Staff, and will not refrain from actions by a verbal rebuke, or if the pupil is likely to cause physical injury to others or him/her self, staff may use acceptable level of restraint to part the bodies involved or prevent the pupil from self- injury. No further attempts should be used to physically restrain the pupil unless staff have been specifically trained for that purpose. The Head Teacher should be informed of incident immediately and parents/guardian or outside agencies should be contacted for further support. Any injury to pupils or staff should be recorded and dealt with according to Highland Council Guidelines.

Monitor and review of policy:

This policy has been drawn up in consultation with staff and pupils. Parents' feedback from a recent survey has been taken into account, and direct feedback on the revised policy sought. The policy will be monitored and reviewed as part of the ongoing audit of practice within the school. Parents have received a copy of the policy and the contents discussed with the pupils.