

Blacklaw Primary School



Positive Behaviour, Improved Learning Guidelines

September 2015

Guidelines to be reviewed by September 2018

Rationale

South Lanarkshire Council Education Resources' approaches on promoting positive behaviour are set out in the following documents:

- Promoting Positive Relationships and Behaviour – Guidelines for Establishments and Services
- Promoting Positive Relationships and Behaviour – Approaches and Strategies for Preventing and Dealing with Challenging Behaviour
- Promoting Positive Relationships and Behaviour – Challenging Behaviour Management Arrangements
- Promoting Positive Relationships and Behaviour – Supporting Documents

These reflect the key policy drivers of the Scottish Government including:

- Getting it Right for Every Child
- Curriculum for Excellence
- Included, Engaged and Involved, Part 2 (2011)
- The Education (Additional Support for Learning) (Scotland) Act 2004
- Behaviour in Scottish Schools Research (2012)
- Better Relationships, Better Learning, Better Behaviour (2013)
- Equality Act 2010
- Children and Young People (Scotland) Act, 2014
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Blacklaw Primary School is committed to enable our pupils to:

- * Consciously take ownership & responsibility for their behaviour and learning.
- * Respect everyone's right to learn.
- * Follow instructions and directions consistently

Aims

- * To develop a whole school behavioural approach supported and followed by the whole school community, parents, teachers and children, based on a sense of community and shared values;
- * By applying positive policies to create a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment;
- * To teach, through the school curriculum, values and attitudes as well as knowledge and skills;
- * To encourage good behaviour rather than to simply punish bad behaviour by providing a range of rewards for children of all ages and abilities;
- * To make clear to children the distinction between minor and more serious misbehaviour and the range of sanctions that will follow;
- * To treat problems when they occur in a caring and sympathetic manner in the hope of achieving an improvement in behaviour.

Context and Content

In order to do this, our guidelines have a positive emphasis. We believe that children need to know that they have behaved appropriately and that good behaviour will be acknowledged.

Bullying will not be tolerated in Blacklaw Primary School and we believe that by following our guidelines, bullying will have little or no room to flourish.
(See our Bullyproofing Blacklaw leaflet.)

Where children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included, they are more likely to develop self-confidence and resilience.

All staff have a responsibility to be proactive in promoting positive relationships and behaviour particularly in relation to the Health and Wellbeing component of Curriculum for Excellence including:

- Establishing open, positive and supportive relationships;
- Promoting a climate in which all children and young people feel safe and secure;
- Modelling behaviour which promotes health and wellbeing and encouraging it in others;
- Being self-aware, recognising their own triggers and the impact their actions may have on others;
- Using learning and teaching methodologies which promote effective learning;
- Being sensitive and responsive to the wellbeing of each child and young person.

(Reference- Better Relationships, Better Learning, Better Behaviour 2013)

Particular consideration should be given to 'pupils with severe or profound learning needs who may employ a very limited repertoire of behaviour or communicate a variety of needs'.

Responsibilities

Class teachers should:

- * Give regular and meaningful praise.
- * Provide opportunities for meaningful and constructive feedback e.g. plenary sessions, circle time, AifL strategies, 1:1.
- * Offer immediate and regular praise e.g. 'Catch pupils being good'.
- * Recognise individual successes and use meaningful rewards to reinforce appropriate behaviour.
- * Implement Golden Time and Staged Intervention guidelines.

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Class management:

- * Have high expectations of each child and provide appropriately differentiated tasks.
- * Be proactive in the implementation of behaviour strategies.
- * Apply sanctions in line with school procedures/ guidelines.
- * Establish and reinforce classroom/school rules.

Be a good role model:

- * Be consistent, fair, calm and patient.
- * Show respect to everyone in school.
- * Listen purposefully to others.

Positive Rewards include:-

- * Praise
- * Stickers
- * Stamps
- * Certificates
- * Personal Points
- * Group Points
- * Special Privileges
- * Whole Class reward
- * Success Smiles Chart – CT/HT reward
- * HT 'Success Smiles' Positive Praise Note
- * 'Beat the Dinner Queue' cards
- * House Points
- * Gold Award certificates
- * Other certificates
- * Double Golden Time Bonus
- * End of Year Star Pupil

Consequences

1. Use of Blacklaw's 'Success Smiles' Chart. A formal warning from the class teacher before being moved to 'yellow'.
2. Continued misbehaviour moved to 'orange' and loss of 'Golden Time.'
3. If problem persists the pupil will be withdrawn from class and the parent informed of recent behaviour.
4. Parent invited to school to discuss child's behaviour and how to improve the behaviour. This stage may include advice from Educational Psychologist.
5. Temporary exclusion from school in line with SLC Guidelines for serious incidents.

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Playground management:

School support staff supervise children during breaks.

Respect should be shown to everyone in the playground

- * Pupils must follow instructions given by adults in the playground – they are there to help and protect all children
- * Pupils should remain in the playground and not leave without permission to ensure their safety.
- * Violent games are not permitted – they only lead to real fights!
- * Pupils should go to an adult if they have a complaint about another pupil
- * If pupils see someone without a friend to play with they should tell an adult or offer to play with the pupil..

Consequences for disobeying instructions from staff supervising in the playground are:-

- * Loss of part of playtime
- * Loss of football/ MUGA that week
- * Zero tolerance (for violence)
- * Phone call to parent if problem persists

Rights and Responsibilities

We believe that each member of our school has the following rights:

- * To learn, feel safe and be respected.

All rights imply and entail responsibilities. Just as teachers and adults in school have a role to play in promoting positive behaviour so do all children.

Pupils should:

- * Develop and increase awareness of how their actions may impact upon the safety of themselves and others;
- * Treat everyone in a fair and considerate way;
- * Co-operate by following instructions given by adults and current school goals/class charter;
- * Be actively engaged in opportunities for learning;
- * Behave in a calm and orderly way around the school;
- * Be aware of how their noise level affects others' concentration;
- * Look after all school resources;
- * Be prepared and organised for school;
- * Ask for help politely and be patient if waiting.

Parents should:

- * Discuss school expectations for behaviour with their child
- * Support the school if their child does not meet these expectations;
- * Work with staff and pupils to improve any behaviour difficulties.

Procedures and Resources

In Blacklaw Primary the following procedures for positive behaviour are followed:

House Points System

Each pupil is allocated to one of 4 Houses – **BURNS**, **CASTLE**, **SALTIRE** or **THISTLE**. Pupils can earn points for their house for any kind of positive behaviour. All members of staff are encouraged to participate and reward pupils with house bonus points whenever they observe positive efforts, actions or thoughts. Adults will issue points cards, which the pupils keep until our weekly assembly. The points are then counted along with points for uniform, participation and improved learning.

Annually, the house with the most points throughout the academic year is awarded the House Trophy, inscribed with their name and the date and a House Reward.

Additionally, House points are also awarded on Sports Day and these are added on. House Captains, House Vice Captains and Secretaries are elected to lead by example and inspire other children in their House to do their best.

Golden Time - Hobbies

Golden Time is a system to reward children for displaying positive, desirable behaviour and improved learning. The school has a set of goals and at the beginning of the year, each class will work on a 'class charter' linked in with the Children's Rights and to reinforce the Golden Goals. If pupils choose not to follow the class charter then they lose some Golden Time.

Teachers use our 'Success Smiles Chart' to encourage good behaviour and improved learning. All pupils start the week on 'GREEN' – Ready to Learn. If a pupil does not follow their class charter, a warning is given and the pupil may be moved onto 'YELLOW' – Time to Think. If that pupil continues to make poor choices, then they are moved to 'ORANGE' a loss of Golden Time. If they continue to choose not to follow their class charter or the school Golden Goals they will lose another 5 minutes of Golden Time and move to 'RED'. Pupils can earn Golden time back if their behaviour improves that day. At an agreed time each week, classes will participate in 45 minutes Golden Time. A variety of activities will be offered pupils will have the option to choose an activity. Any pupils who 'owe' Golden Time that week will be supervised by the Head Teacher in silence until the time they owe has elapsed and write why they are there (Appendix 1). The Head Teacher will inform parents regarding loss of Golden time.

Zero Tolerance

Pupils who are violent to each other will lose their playtime/lunchtime and go to Zero Tolerance. Pupils will be allowed to have a quick snack at the end of playtime and will eat their lunch in the dinner hall at a separate table. Parents will be informed.

(Appendix 2)

Staged Intervention

A thorough and appropriate level of assessment is required to determine appropriate interventions. The staged intervention procedure for identifying, assessing, planning and monitoring in respect of additional support is an integral part of teaching and learning processes within the school.

Intervention Approaches:

- Structuring the Environment – set routines which maintain a safe, secure, consistent and predictable environment to help reduce stress and uncertainty for pupils;
- Building relationships with the pupil – develop a positive and inclusive ethos in which pupils feel safe and secure;
- Setting and maintaining limits – Agreeing and setting predictable routines and boundaries which promote a sense of security;
- Listening – Time should be given to hearing and understanding what pupils are saying as this gives insight into feelings and the needs of the pupil;
- Teaching – Assessing and planning for the learning needs of individual pupils is crucial and will lead to better behaviour.

De-escalation Techniques:

- Talking quietly and calmly to the pupil;
- Allowing the pupil time to think, and to make a choice;
- Giving pupils the opportunities to explain their perspective – active listening;
- Redirecting attention to positive activities;
- Providing personal space;
- Removing others from the vicinity;
- Setting limits in a non confrontational way;
- Planned ignoring of inappropriate low level behaviour and positive reinforcement of acceptable behaviour;
- Allowing time out;
- Involving another adult who has a positive relationship with the pupil.

Managing Challenging Behaviour

Where a pupil is exhibiting behaviour, which is causing concern, consideration will be given to involving Psychological Services in a school assessment. This may lead to the opening of an Additional Support Plan (ASP) in consultation with the pupil and their parents.

A generic risk assessment and individual Behavioural Assessment and Support Plan should be completed, where appropriate. (Appendices 3 and 4)

Managing Aggressive Behaviour

There is usually a predictable stage in the escalation of an aggressive incident where de-escalation can work, but once the crisis stage has been reached, the pupil is not likely to be rational. It is important to do the following to help avoid physical aggression in a crisis situation.

- Keep talking to the pupil in a calm, reassuring manner;
- Keep a safe distance;
- Avoid prolonged eye contact;
- Be understanding – do not be dismissive of the pupils' feelings;
- Be non – judgemental;
- Use active listening;

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- Listen to what is really being said and be clear in your response;
- Use 'I' messages;
- Respect personal space;
- Be aware of body language;
- Avoid shouting;
- Be clear about what is acceptable behaviour;
- Impose realistic and manageable sanctions;
- Keep calm, professional and objective when challenged;
- Follow the principle of minimum intervention;
- Plan ahead.

Once the pupil has regained control they may still require some time and space before they will be able to discuss the incident.

A solution focussed approach should be used in order to help pupils understand the consequences of their behaviour.

Record keeping

All staff will keep a note of any behaviour issues. It is important to complete all relevant paperwork and debrief all staff involved in incidents. (Appendix 5)

Records of letters sent to parents will also be kept along with discussions with parents.

The Voice of the Child

It is important to listen to the views of the pupil and parent in relation to all aspects of education.

Evaluation

Staff will evaluate the relevance of these guidelines as they are used. Suggestions for improvements will be used. Suggestions for improvements will be made as part of the review process.

Training Opportunities/Advice

Opportunities for on-going professional development and support with regards to managing and dealing with challenging behaviour will be provided through the programme of continuing development opportunities.

Review

These guidelines should be reviewed as part of the school's cycle of self-evaluation, or in line with National or South Lanarkshire Council advice. These guidelines have been reviewed to ensure no person from a protected group will be disadvantaged in any way, and to ensure it complies with Equalities legislation.



Appendix 1

LOSS OF GOLDEN TIME

NAME: _____

CLASS: _____

DATE: _____

TIME OWED: _____ mins

I did not follow my class charter when I.....



I will improve my behaviour/ attitude and follow my class charter by:



SIGNED: _____ (pupil)

SIGNED: _____ (parent)

Please sign and return this form to the class teacher.



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Zero Tolerance

Name _____ Date _____

BEHAVIOUR REPORT

Write a report on why your behaviour was unacceptable today.
Remember to write what you did and why you should not have done it.