Mossneuk Primary School

Promoting Positive Behaviour Policy

Updated November 2017
Rationale:
At Mossneuk we believe that a positive school ethos promotes learning. Effective discipline and a good school ethos are mutually supportive. Good discipline, therefore, is a key element in promoting a happy and purposeful learning environment in our school.

Effective discipline...
- Has a positive influence on pupil and teacher morale, making school an interesting, enjoyable and safe place to be.
- influences pupils’ levels of attainment
- is part of the personal and social development of children, attributing to each child’s mental, emotional, social and physical wellbeing
- is central to the organisation of school life.

As "Building Curriculum for Excellence through Positive Relationships and Behaviour" (June 2010) states

"Curriculum for Excellence cannot be delivered without good relationships and positive behaviour. Children and young people should feel happy, safe, respected and included in the learning environment and all staff should be proactive in promoting positive behaviour in the classroom, playground, and wider learning community. Underpinning this is the emotional health and wellbeing of staff."

Aims:
We aim to create a safe and caring learning environment where:
- Children and adults are respected, treated fairly, listened to, involved and trusted
- Communication is open, honest and ongoing
- All have the opportunity to learn, grow, advance, contribute, and be successful and capable learners

By promoting positive behaviour, we hope to foster in our pupils the development of self-discipline and increasing responsibility for their own learning and behaviour.

Positive behaviour is achieved in two ways:
1. Prevention - Preventative strategies which encourage each pupil to develop a sense of self discipline and promote positive behaviours
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 imposing appropriate, relevant consequences when negative behaviour arises - in each classroom and across the school as a whole.
Partnership Working and Roles and Responsibilities:

Success for all our pupils can be best accomplished in a safe climate of respect, responsibility and cooperation. The school community, pupils, staff, parents and carers and outside agencies all work together to create such a positive climate.

The School

By encouraging positive behaviour in a consistent manner throughout the school, we aim to minimise opportunities for misbehaviour.

The teaching staff will:

- establish and maintain a good classroom ethos in which pupils are motivated to learn.
- encourage respect for other people’s values, opinions and cultures.
- plan, prepare and organise lessons to ensure pupils are clear about what they have to learn.
- recognise the need for good classroom organisation, including the organisation of resources.
- provide tasks which are well matched to the needs, aptitudes and prior knowledge of individual pupils.
- set a good example and foster good relationships with all pupils.
- have high but attainable expectations of pupils in respect of work and behaviour.
- be firm, fair and consistent in these expectations.
- communicate effectively with parents.
- promote pupil self esteem in a variety of ways, including the recognition of worthwhile achievement and the motivating effect of praise.
- create, with their class, a class charter at the start of the session, which focuses on mutually agreed articles from the United Nations Convention on the Rights of the Child (UNCRC) and how adults and children will ensure that all children have their rights. This will be updated on a termly basis.
- discuss, on a regular basis, the applications of the class charters in the classroom and playground situations.
- ensure that pupils and parents are familiar with the class charters, sharing it at Meet the Teacher evening at the start of the session.
- adhere to agreed procedure in the application of consequences.
- celebrate their pupil’s achievements, both in and out of school.

The support staff will:

- encourage respect for other people’s values, opinions and cultures.
- set a good example and foster good relationships with all pupils.
- be firm, fair and consistent in set expectations.
- remind children of the correct behaviour procedures in the playground and when moving round the school.
- adhere to agreed procedure in the application of consequences.

The Leadership Team will:
• support class teachers in creating an ethos which promotes positive behaviour and focuses on finding solutions to problems.
• celebrate and recognise good behaviour through assemblies and other events.
• maintain a record for those pupils who have particular difficulties managing their own behaviour.
• work in partnership with parents to address behaviour problems which may arise.
• work in partnership with professionals and staff from other agencies to support pupils with particular difficulties.
• review policy and practice at regular intervals.

Pupils are expected to:
• come to school on time and suitably dressed in school uniform.
• treat adults and other pupils with respect, courtesy, kindness and tolerance.
• work to the best of their ability.
• have regard for their own safety and that of others.
• take care of school, their own and other people’s property.
• be honest and truthful.
• follow their own class charter, which is created at the start of each session and amended as necessary throughout the school year.
• display the school values.

Parents can share this responsibility by:
• knowing, understanding and supporting the rights that their child is expected to follow.
• ensure regular and punctual attendance.
• support the school dress code.
• celebrate their child’s achievements.
• encourage their child’s increasing independence and responsibility.
• communicate and concerns/problems to the school.

Positive Behaviour Strategies

At Mossneuk we can encourage positive behaviour in a variety of different ways. These include...
• awarding of stars, stickers, gems and certificates for positive behaviour and achievements in all areas of school life.
• discussing values through our R.M.E. and Health and Wellbeing programme of studies and topics.
• Using Circle Time strategies in all classes to discuss mental, emotional, social and physical wellbeing.
• Weekly assemblies to recognise and celebrate pupil achievements both within and outwith school.
• Maintaining a school book: “Celebrating Achievement”.
• Weekly assembly awards including Mossneuk Marvels (P1 - 3), Junior Gems (P4 and 5) and Senior Endeavour Awards (P6 and 7) – certificates are displayed in a communal area within the school.
• Wall displays throughout the school, including in the school foyer and Head Teacher’s room, to share and celebrate good work.
• Setting personal targets within Learning Logs and evaluating these on a regular basis.
• raising issues within Pupil Voice Group meetings as required.
• Primary 7 classroom monitors for wet intervals.
• Primary 6 and 7 mediators who help resolve minor problems at intervals.
• House events to encourage cooperative effort, including the giving of House Points for class and whole school activities.
• Giving of Mossy Gold Cards (worth 100 House Points) to recognise good behaviour choices.
• Charity initiatives throughout the year to encourage social responsibility.
• Class Gem Jars - where pupils gain gems for good behaviour and completing tasks and a class reward is given when the jar is “full”.
• Class Money schemes (in Primary 7) where pupils learn the value of money through rewards and sanctions, leading to monthly awards for pupils who have earned a certain level.

Class Charters
• Children agree with their teacher(s) and other adults working within the class on which rights they're going to focus on and strive to meet (from the UNCRC). These are established at the start of a session and include information about how children and adults will demonstrate the chosen rights. Everyone should sign a contract to show their agreement of the Class Charter and parents should be informed of it through the Meet the Teacher brochure and meeting. Class Charters can be adapted and reviewed regularly throughout the session.

Rewards
• A set of rewards are discussed and decided upon with the children. These can be varied and alter throughout the course of the year and are unique to each class or teacher. These can include...
  1. Individual rewards - stars, stickers, certificates, Assembly Awards, privileges, raffle tickets, personal points, etc
  2. Group rewards - group points, group prizes, etc
  3. Class rewards - golden time, gem jar treats, class video, extra playtime, etc
• Going for Gold is a whole school award which takes place at the end of each term. If pupils have not lost their Going for Gold point on two or more occasions in a term they receive the reward with their classmates.

Consequences (see Appendix 1)
• Each class displays a behaviour ladder, with each pupils' name starting at the top of the ladder at the start of each new day. The following consequences result in a “move” down the ladder...
  1. All names start here.
  2. 1st warning - following a verbal reminder of expected behaviour.
  3. 2nd Warning - Lose 5 minutes of Golden Time
  4. Lose 10 minutes of Golden Time and one Going for Gold point
  5. Sent to member of Leadership Team (no Going for Gold point)*
* Physical or verbal abuse goes straight to point 5 on the ladder.
* When a pupil moves to point 4 or 5 on the ladder the lose their Going for Gold point for that week.
* If pupils are on steps 1, 2 or 3 they can move up a position if their behaviour/effort improves. Once they reach step 4, pupils cannot move back up the ladder until the start of the next day.
It is at the discretion of each teacher when parents get involved. This depends on the severity of any individual incident and the number of times the child has been involved in incidents before. This can also include a parent’s signature on a Think Sheet/Letter of apology completed either in school or at home.

**Inclusive Education**

In school we work with children with a wide range of difficulties which may impact on their behaviour in the classroom, the playground and beyond. Just as some children may have difficulty with learning to read or write there are children who have particular difficulties managing their behaviour. This may be because they have a specific condition such as Asperger’s syndrome or Attention Deficit Disorder or because they may have severe emotional difficulties arising from difficult circumstances. There are a range of supports in place for individual children which include:

- support from the Educational Psychologist
- support from behaviour outreach teachers
- Circle Time initiatives run by Integrated Children’s Services.
- part time placements at specialist behaviour centres.
- a shared understanding of individual needs and strategies which work for each child.

A selection of identified children have a Behaviour Profile created for them. These are updated at the start of each year to take into account the “Do’s and Don’ts” for these children. They also list a dedicated “Time Out” classroom or teacher for this child to go to if they require it. This is used as either a preventative strategy or when a child’s behaviour escalates. A folder of these Profiles can be found in the school office and a copy of each one should also be in the Forward Plan or Day Book of the class teacher. These can be accessed by visiting staff and students, support staff and class teachers. See Appendix 10 for a sample Profile.

**Management and Monitoring**

The Leadership Team take responsibility for monitoring behaviour across the school. Generally this is a positive process which takes into account Star Awards, Mossneuk Marvel Awards, Endeavour Awards, House Points and various other initiatives. It is important however that instances of negative behaviour are also recorded so that appropriate action can be taken to address the issues. Monitoring can take a variety of forms.

- behaviour books which go between home and school
- Head Teacher and Depute Head Teachers track repeated instances of negative behaviour in each department of the school. This is kept in a Care and Welfare Log.
- Issues arising: members of the management team routinely discuss what can be done to solve problems caused by negative behaviour.
- exclusions and racist incidents; these are recorded on our central Information Management system.

**Bibliography**
Further information, advice or strategies for staff and parents can be found in the following texts and locations...

<table>
<thead>
<tr>
<th>Title</th>
<th>Author(s)</th>
<th>Year</th>
</tr>
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<tbody>
<tr>
<td>Assertive Discipline</td>
<td>S.L.C.</td>
<td></td>
</tr>
<tr>
<td>Assertive Discipline: Positive Behaviour Management for Today’s Classroom</td>
<td>Lee Canter</td>
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<tr>
<td>Better Behaviour, Better Learning</td>
<td>S.E.E.D.</td>
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<tr>
<td>Better Behaviour Through Golden Time</td>
<td>Jenny Mosley and Helen Sonnet</td>
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<td>Dealing with Disruption</td>
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<td>Emotional and Behavioural Difficulties (Journal)</td>
<td>S.E.B.D.A.</td>
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<td>Managing Behavioural Problems</td>
<td>Diane Montgomery</td>
<td>1990</td>
</tr>
<tr>
<td>You Can Create A Calm Classroom</td>
<td>Sue Cowley</td>
<td>2005</td>
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</tbody>
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The United Nations Convention on the Rights of the Child (UNCRC)
Behaviour Ladder

- All names start here

- 1st warning – following a verbal reminder of expected behaviour
  - Lose 5 minutes GT

- Warning
  - Lose 5 minutes GT

- Lose 10 minutes GT and GfG point

- Sent to member of Leadership Team (no GfG point)

- Can move back up a position if behaviour/effort improves

- Unable to move back up
Now think about your behaviour today. Think how you could have made a better choice. Write a paragraph about this below:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Signed (pupil) _______________

Return this signed tomorrow by you and your parent/guardian tomorrow.

Class Teacher (signature): _______________________

Parent/Guardian (signature): _______________________
THINK ABOUT SHEET

Your behaviour in class was unacceptable. You...
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Write why this is unacceptable
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Write our your class rules and consequences
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
ASSEMBLY “THINK ABOUT IT” SHEET

Why have you been given this THINK ABOUT IT sheet in Assembly this morning?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Why is this unacceptable behaviour?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Copy a Respect Poem Below
My behaviour today was inappropriate

This is what happened and these are the rights I impacted by my actions:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

I should have:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

This is how I am going to show that I am sorry:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Signed by pupil: _____________________________
Signed by teacher: ___________________________
Signed by parent/carer: _______________________

Promoting Positive Behaviour - Appendix 6
THINK ABOUT IT SHEET

Your behaviour in class was unacceptable today.

After being warned, you continued to ________________________________________

_____________________________________________

Write three reasons why this is unacceptable:

1. __________________________________________

2. __________________________________________

3. __________________________________________

What class rule(s) did you break?

______________________________________________________________

______________________________________________________________

______________________________________________________________

Copy our RESPECT poem

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

On the back of this sheet write an apology letter to the teacher/ class/ group/ individual concerned...

Promoting Positive Behaviour - Appendix 7
RESPECT POEM EXAMPLE

RESPECT

ules (you know them so keep them)
veryone doing as they are asked
taying on task
olite and friendly to all
xcellent behaviour
onsequences
eacher should leave the class
thinking what a fantastic class
P___ are!

Promoting Positive Behaviour - Appendix 8
You have chosen to break a classroom rule. Please use this page to reflect on your behaviour.

Remember, you are in control of what happens to you. You are responsible for your actions.

NAME ____________________________ DATE __________________

This is the classroom rule I chose not to follow:
________________________________________________________________
________________________________________________________________
________________________________________________________________

This is what happened:
________________________________________________________________
________________________________________________________________
________________________________________________________________

This is why my behaviour was not appropriate:
________________________________________________________________
________________________________________________________________
________________________________________________________________

This is that I could have done instead:
________________________________________________________________
________________________________________________________________
________________________________________________________________

Pupil Signature: __________________________

Parent/Guardian Signature: ______________________

Comments:

Promoting Positive Behaviour - Appendix 9
Today my behaviour was inappropriate.

This is what happened:

This is what I should have done:

In future I will:

Any other things I’d like to add?

Signed by pupil: ___________________   Parent ___________________
Teacher ___________________