

CARRADALE PS & ELC POSITIVE BEHAVIOUR POLICY  
Promoting Positive Behaviour – Carradale Primary School

Expectations

This policy aims to support children's emotional and social development, recognising that education is an integrated and important part of the holistic development of children. Implementation of the policy should help to establish and maintain mutual respect, and positive relationships, between peers and pupils and staff.

At Carradale PS & ELC, pupils, staff and parents expect the highest standard of behaviour. Everyone has the right to come to school to learn, work or visit and be free from unacceptable behaviour. This policy applies to all pupils, parents/carers, school staff, visitors and extra-curricular clubs. It applies to school excursions as well as activities on school premises and links to our school's Vision, Values & Aims.

Carradale Primary School strives to achieve the following key principles:

- An ethos that encourages a commitment to developing positive relationships and promoting shared values of togetherness, individuality, respect and kindness.
- An environment which supports children in developing responsibility for their own behaviour.
- Recognition that all behaviour is communication and that understanding what is being communicated and the underlying needs, is crucial for assessing and meeting children's needs and moving forwards.
- Promoting positive self-esteem, responsibility and positive relationships through emotion coaching and restorative conversations.
- Ensuring fairness of treatment for all.
- A sensitive response to behaviour that takes into account context and individual needs.
- Promoting early intervention and support.
- Providing a safe environment free from disruption, violence, bullying and any form of harassment for pupils and staff.
- Encouraging a positive relationship with parents and carers to develop a shared approach, involving them in the development, implementation and ongoing evaluation of the school's policy and associated procedures.
- A commitment to self-evaluation and quality improvement involving all stakeholders.

In doing so, we aim to:

- Establish open, positive, supporting relationships across the community, where everyone feels that they are listened to, and where they feel secure in their ability to discuss sensitive issues.
- Promote a climate in which everyone feels safe and secure.
- Model behaviour which promotes respect and encouraging it in others.
- Use learning and teaching approaches which promote effective learning and high levels of engagement.
- Be sensitive and responsive to everyone's wellbeing.

## Responsibilities

The Head Teacher has overall responsibility for ensuring the effective implementation of this policy. It is the responsibility of all staff to ensure that the concerns of pupils are elicited, listened to and appropriately addressed and that the provisions of 'Getting it Right for Every Child' are taken into account when working in partnership with children, families and other professionals on issues of communication and behaviour.

All staff are responsible for using the range of approaches detailed in 'Procedures' to encourage positive relationships and behaviour.

Parents and carers are regarded by the school as key partners who are asked to work with the school to develop, implement and evaluate these procedures. Parents are expected to assist in maintaining positive relationships and high standards of behaviour and are invited to raise with the school any issues arising from the operation of the policy.

Learners are expected to take responsibility for their own behaviour on or off the school site and will be made fully aware of the school policy, procedure and expectations. Learners also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

## High 5 for Respect

Our High 5 for Respect was created by children and staff in November 2019. It provides clear rules and expectations for our learners and is embedded in the life of the school and ELC, forming the basis of any discussions surrounding behaviours and making positive choices.



1. Be kind with words, hands and feet.
2. Be polite and show manners.
3. Show that you are listening.
4. Tidy up after ourselves.
5. Be careful with property – school, our own and others'.

## Use of whole school approaches to support positive behaviour

For individual teachers, good organisation, lesson planning and preparation will help to create the right environment within the classroom. Flexibility, choice and, where appropriate, differentiation will also help to support individual needs and promote positive relationships and behaviour.

However, even in these conditions, some children and young people will present with behaviour that challenges or is difficult to interpret. The school uses approaches and strategies which are designed to help prevent and de-escalate difficult situations and support needs.

Our school adopts a number of whole school approaches to develop positive relationships and behaviour.

Restorative Practice (RP) offers an approach to promoting harmonious relationships in schools and to the successful resolution of conflict and harm. RP involves describing what happened, reflecting on the impact on everyone, understanding and valuing everyone's perspectives, considering choices that were made and agreeing a way to resolve the situation.

It covers a range of strategies including:

- developing a restorative climate in the school with activities such as peer support and circle time
- developing restorative conversations when teachers intervene in a situation
- developing more formal restorative meetings and conferences involving all those affected by an incident, including families where appropriate.

Staff also adopt basic Emotion Coaching strategies, helping learners to 'name and tame' emotions. This involves discussing physical responses to emotions, recognising situations that may elicit these responses and exploring

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strategies for coping with these. Our ELC and P1-3 participate in weekly PATHS sessions and the vocabulary associated with this is embedded into the classroom environment.

### **Respect Tree/Heroes /Clan Tokens/Golden Time**

This is our whole school & ELC approach to promoting positive, respectful behaviour. We aim to make pupils aware that there are incentives and sanctions in daily life and use our Respect Trees, Clan Tokens and Golden Time to reinforce our High 5 for Respect.

### **Procedures**

#### **Rewards for supporting the rules**

We will reward children when we see our 'High 5 for Respect' in action. Rewards might include:

- Recognition on our Respect Trees
- Stickers/wristbands
- Clan tokens
- Respect Hero awards at assembly
- Honourable mentions in newsletters, assemblies etc.
- Golden Time
- Verbal praise

We endeavour to develop an open mindset/growth mindset approach to learning. This includes focussing on intrinsic and extrinsic rewards. We endeavour to make sure all children have their achievements recognised in a variety of ways.

#### **Sanctions for breaking the rules**

When children are observed breaking school rules and/or being disrespectful in any way, we will follow these steps:

1. Verbal warning using language that states clearly how we would like the behaviour to change.
2. A choice is given i.e. you can choose to stop this behaviour now or I'm going to have to move your seat/talk to the Head Teacher/Depute etc.
3. If the behaviour continues, a member of SLT should be notified.
4. If, following intervention from SLT, the behaviour continues, parents should be notified.
5. The child, teacher, parent and SLT will then work together to develop an approach to managing behaviours, including clear, agreed consequences. This should be personalised to suit the child and the behaviours being observed.

Occasionally an incident will be serious enough to by-pass one or more of the steps above. Such incidents include:

- forceful physical contact
- fighting ( both parties who are involved)
- swearing
- vandalism
- aggression
- disrespectful personal comments
- disrespect shown towards any member of staff

In these cases, a member of SLT should be informed and parents should be contacted by either the class teacher or the member of SLT on site. The consequences for the behaviours should be discussed and agreed upon with the parents, the class teacher and the child.

### **Exclusion**

The Head Teacher should only use exclusion as a last resort and in line with the Argyll and Bute Council's Education Management Circular 3.08 Managing Exclusions in Schools, when all other measures have been tried and have failed or

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in cases of serious indiscipline. Where exclusion is used, it should be as a proportionate response where there is no other appropriate alternative.

### **Partnership working with other agencies, parent/carers and children**

The school wishes to engage directly with parents and carers to foster a positive environment, maintain a consistent message, and develop shared values and excellent home/school communication. We welcome parents/carers approaching the school to make an appointment with the Class Teacher, in the first instance and at the earliest opportunity, if they have any concerns. Similarly, the school will keep parent/carers informed of any serious or repeating incidents at school regarding their children.

Getting it right for Every Child (GIRFEC) is a partnership approach to delivering children's services. The school draws upon a network of support services within Children and Families and externally, to offer expert input and advice to support individual children to meet their needs and promote their well-being.

GIRFEC aims to ensure that children and young people get the right help at the right time. The child and parents/carers are involved throughout every step of this process.

### **Equalities and rights impact, sustainability impact and risk assessment**

We are committed in our duty to eliminate discrimination, victimisation and harassment, advance equality of opportunity and foster good relations.

We will make reasonable adjustments wherever appropriate for those individuals with 'protected characteristics' and of particular relevance, disability; gender reassignment; race; religion or belief; sex or sexual orientation, pregnancy and maternity.

This includes paying due regard to cultural factors, including differences in behaviours and dress code, that are relevant in ensuring that the school's ethos is inclusive. We also give due regard to the implications of a learner's disability when implementing this policy and procedure.

### **UNCRC Articles**

Children's rights are protected by the UN Convention of the Rights of the Child and the Children and Young People Act 2014. There is a shared understanding in our school that these rights are unalienable entitlements which cannot be taken from children.

Article 19: Protection from all forms of violence; Article 31: Leisure, play and culture

Article 29: Goals of education; Article 28: Right to education; Article 37: Detention and punishment

### **Complaints, concerns or compliments**

If you would like to make a complaint or pass on a concern or compliment, this can be done via phone (01583 431244) or email ([enquiries-carradale@argyll-bute.gov.uk](mailto:enquiries-carradale@argyll-bute.gov.uk)). Complaints should be addressed to the Head Teacher, in the first instance. Complaints relating to the ELC should also be addressed to the Head Teacher. The Care Inspectorate also has a complaints procedure and this can be found at [www.careinspectorate.com/index.php/complaints](http://www.careinspectorate.com/index.php/complaints)

### **Reviewing this policy**

This policy will be reviewed as needed but at least every 3 years and will be available to all stakeholders on our school website.

**Date of update:** February 2020