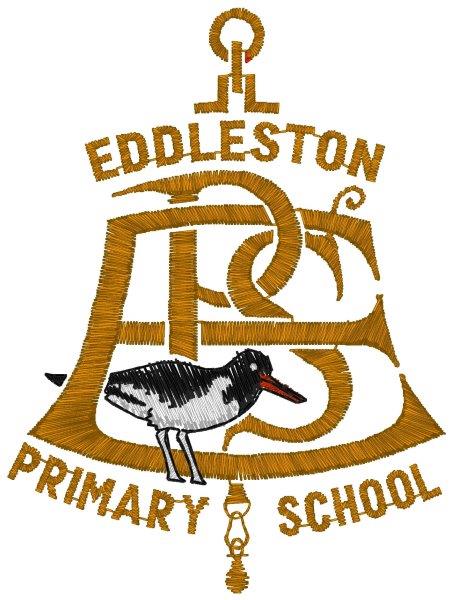
**Eddleston Primary School**



**Promoting Positive Behaviour Policy**

*Updated January 2020*

**Vision Statement**

At Eddleston Primary school we aim to work in partnership with the whole school community to set high standards of behaviour. We aspire to deliver learning experiences of the highest quality, inspiring confidence, respect, resilience, responsibility and achievement for all. Our core values are – Aspiration, Compassion, Community, Respect and Support. Our pupils will be given the opportunity to develop responsibility for managing their own behaviour within a positive and supportive environment. We will endeavour to create an ethos where everyone is valued equally and where students and staff enjoy the right to learn, support and teach.

Aims

To value all pupils as individuals promoting equal opportunities in all areas.

To build self-esteem and to create explicit opportunities for recognising achievement in all areas through encouragement and praise

To engage parents/carers, and other agencies where appropriate, in active partnership to develop and maintain high standards of behaviour in school and the wider community.

To develop in all students a sense of self-discipline and an acceptance of responsibility for their own actions and the decisions they make.

To develop in all pupils an awareness of their emotional and behavioural needs and the effect on themselves and others and build resilience for all.

To ensure that any form of discrimination, including bullying is addressed as part of behaviour management.

Our Behaviour code was developed by all stakeholders and takes on board latest pedagogy which emphasises that this should be simple and consistent and is routed in kindness. It is linked to the United Nations Convention on the Rights of the Child.

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| --- | --- |
| Our Basic Rights | Our Actions |
| The right to teach/the right to learn (linked to Article 28) | To be **ready** to learn and to work hard and to do our best |
| The right to feel safe and secure  (linked to Article 31) | To be gentle and honest and to be **safe** by following our school rules |
| The right to be treated with dignity, respect and be equally valued  (linked to Article 29)) | To be **respectful**,kind, helpful and thoughtful of people’s feelings |
| The right to be listened to  (linked to Article 12) | To listen to and **respect** others’ opinions |
| The right of respect of property  (yours. others and the school’s) | To look after, take care of and **respect** your own and others property |

To ensure that high standards of behaviour are engendered in our pupils and maintained consistently throughout the school, the school expects all pupils, with parental/carer support, to abide by this policy in all areas and aspects of school life including the playground.

**Linked Policies**

There are a number of school and authority policies which are linked to the Promoting Positive Behaviour Policy. These include:

School Anti-Bullying Policy – still to be published

Authority Policy Guidelines – Inclusion Strategy 2018

Authority Policy Guidelines – Respectful Relationships Policy-Anti Bullying Policy 2012

**Practices for implementation**

The expectations of staff, parents/carers and pupils are clearly detailed in the school’s “Steps towards effective behaviour management “ poster, which is displayed throughout the school and appendix 1 of this policy.

At the beginning of each session, through assembly, all children will be reminded of their basic rights and the acceptable actions in school. These will be consistently reinforced by all staff members, praising children acting in an appropriate and responsible manner.

Each class will reinforce the school rules of “Ready, Respectful, Safe” and relentless routines will be followed.

At Eddleston Primary School, all staff:

* Meet and greet our children.
* Make learners feel important, valued and, like they belong.
* Promote our 3 expectations.
* Give first attention to those doing the right thing.
* Take the fame out of being badly behaved.
* Make a point of recognizing and praising behaviour that is over and above.
* Use positive notes and a recognition board.
* Use a (30 second) scripted intervention when children dig their heels in.

Deliberate Botheredness

We believe that all members of our community have a deep desire to be appreciated, not to be adorned with gifts and rewards. Using positive recognition, or being bothered, means that you know how to make each child (and adult) feel appreciated and important. This takes time and effort on everyone’s part. Some children find their sense of importance through fame: the work on display, the applause at assembly or the story that is read out as a great example to the class. Others find their importance in a quiet word, an extra responsibility or subtle, discreet reinforcement.

Different people feel appreciated in different ways. Different reinforcement works for different characters. Botheredness needs to be a deliberate daily act that is built into teaching/supporting routines. It is relationship building done properly, in slow motion – Gentle, kind and caring. All adults need to be involved in managing behaviour. All adults need to be seeking out behaviour that is above and beyond and recognising it.

Rewards

If we constantly reward minimum standards then children will strive for minimum standards. If we reward children for going above and beyond then there is no limit to their excellent behaviour. Using the term ‘Above and Beyond’ needs to be repeated often and marked with the children.

eg. ‘What Steve just did by collecting in all the pens by himself has saved me a lot of time and effort. That is over and above, Steve. Thank you, that is great.’

Focusing on behaviour that is above and beyond creates an immediate shift in expectations. It gives the children something more than bare minimum to achieve – it gives them something to reach for! We need to specifically recognise those children who go above and beyond.

Within our foyer there will be a Recognition Board display. A recognition board is for routinely advertising the expectations/behaviour that do you do want rather than highlighting the children not meeting your expectations. The expectation/behaviour on which you want to focus is shared. eg. One voice at a time, keep hands and feet to yourself, speak politely etc. When you see the children demonstrating the expectation/behaviour well, their name is put up on the board. The recognition board is not intended to shower praise on the individual. It is a collaborative strategy: we are one team, focused on one learning expectation/behaviour and moving in one direction. Pursue the expectation/behaviour that you want by chasing it hard and reinforcing it enthusiastically. The recognition board fosters a positive interdependence in the classroom and the aim is for everyone to have their name on the board each week. Even pupils who have received private sanctions can be caught demonstrating positive behaviours - one doesn’t cancel out the other.

Effective classroom organisation and routine is established to maximise opportunities for appropriate behaviour. This will include planning and delivering an effective Health and Wellbeing programme; using Circle time to create a forum for pupils to share their thoughts and feelings; specifically referring to the relevant action and right when discussing behaviour; providing a stimulating curriculum which is matched to individuals’ abilities; training pupils to be independent learners, responsible for collecting, using and returning materials/resources and for moving around the classroom and school appropriately.

A clear “Step” system operates to support inappropriate behaviour with appropriate sanctions. Sanctions at Eddleston have a learning focus, build relationships and show learners how to take responsibility. Restorative approaches are encouraged and supported and are consistently followed by all adults.

**Step 1**. Reminders – remind of the expectations, repeat as necessary, deescalate and redirect to keep things at this stage

**Step 2**. Caution – a clear verbal caution, delivered privately where possible, make the learner aware of their behaviour and the consequences if they continue

**Step 3**. Last chance – speak to the learner discretely, offer positive choice, remind of previous good behaviour

**Step 4**. Time out. This may be in the centre of base area or in another room with work (support staff to escort). A short restorative conversation should take place afterwards. The pupil’s class teacher to log the incident on Eddleston Behaviour Chronology (EBC)

**Step 5**. Refer to HT/Repair. Incident to be logged on Eddleston Behaviour Chronology (EBC)

Each child will be treated with respect, in creating a culture of mutual respect.

All staff and pupils have a shared responsibility for the maintenance of good behaviour throughout the school.

**Restorative approaches**

Restorative Approaches are used to support the reparation of harm done through the wrong choices made by any individual in the school community. This process encourages the individual to take responsibility for their behaviour and recognise the damage they have done when they have hurt or upset another person. It also focuses on giving the “victim” the opportunity to let the wrong doer know how they feel, decided what it is they need to feel better about the situation and identify consequences. Most importantly, it is about helping to repair relationships allowing everyone to move forward.

The Restorative Approach may take the form of a mediation (mediator supporting those involved); a circle (group or class circle to discuss the situation and decide on the best way forward) or conference (involving HT and or Parents/carers). The timing of the Restorative Approach is very important. It may not take place right after an incident, as all participants may not be ready to engage.

In engaging children in the Restorative Approach, the following question may be asked –

What happened?

What were you thinking at the time?

What have you thought since?

How did this make people feel?

Who has been affected?  
How would they have been affected?

What should we do to put things right?

How can we do things differently in the future?

Restorative Approaches involve going much deeper than handing out a sanction and its effects last longer. Research has shown that if children are not given an opportunity to resolve conflict at school this will often have a negative effect on the others around them.

Impositions

If a pupil needs to catch up or pay-back time lost in learning (eg through time out), a simple imposition is quick, effective and takes no precious time away from staff. Impositions are additional work that must be completed that evening or at a break time, signed by a parent/carer and returned the next day. A slip (outlining a time to return the work, the amount of work to be completed and a space for a signature) will be stapled to this work which allows the parent/carer to see that there are expectations which are not being met, the child understands that there are natural consequences for not completing work and the responsibility for making up time is left with the child, not the adult

Additional Information

For repeated/unresolved difficulties the Head Teacher will be involved and some, or all of the following strategies will be used as appropriate:-

The school monitors breaches of the school promoting positive behaviour policy.

Daily behaviour record for agreed period

Involve parents/carers in home/school behaviour programmesin order that a partnership approach can be established to improve their behaviour.

Individual Education Programme opened

Referral to Partner agencies (in line with SBC guidelines)

Adherence to Authority Inclusion Strategy (Dec 2018)