

Durriss School Positive Behaviour Policy

Rationale

To promote positive attitudes and relationships amongst adults and children in our school community:

- Building strong relationships and a sense of self-esteem,
- Demonstrating and celebrating caring and visible high standards and expectations,
- Developing restorative approaches and discussions.

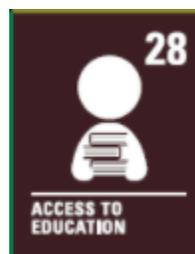
We reviewed our school positive behaviour approaches throughout the session 2021/22. We reviewed a range of current research and literature materials. In particular “When the adults change everything changes” by Paul Dix. Review and ongoing evaluation will continue to develop our school practice.

Aims

To have a fair and consistent, whole school approach to positive relationships and behaviour management based on the agreed ‘Durriss Deal’, Playground and Class Charters. These aims and approaches will be consistently followed both in school, and in the wider school community, whenever children are together and representing Durriss School.

- Pupils feel safe, happy and supported, promoting positive mental health and wellbeing and confident individuals.
- Pupils treat others with respect, courtesy and consideration.
- Pupils make good choices and decisions and take responsibility for their own behaviour and actions.
- Staff have high expectations of pupil behaviour and respond to misbehaviour in a fair and appropriate manner.
- Pupils, staff and parents encourage every pupil to make good decisions about their behaviour through working in partnership with home and school.
- Promoting positive behaviour will encourage children to be responsible citizens at school, out of school and throughout their lives. As a Rights Respecting School we teach *about, for and through* rights in every aspect of school life.

United Nations Convention on the Rights of the Child articles 2, 12, 13 and 28:



Standards and Charters

At the beginning of the school year all staff and pupils are involved in reviewing the Durriss School Playground Charter and in creating their own class charters. These are displayed in the classrooms, corridors and playground. These are

agreed by everyone as a code of practice for both adults and children and are linked to the articles above from the United Nations Conventions of the Rights of the Child (UNCRC) and to the school aims.



We are a Rights Respecting School: Working towards Silver Award 2022/23

The Durris Deal



The Durris Deal

DURRIS PRIMARY/CROSSROADS NURSERY

VISION AND AIMS



Durris School is committed to being an excellent school community in which everyone is respected and valued, stimulated and supported in a caring environment, enabling all to achieve their very best.

At Durris School we have 3 main values – **Kind** **Responsible** **Creative**

What our children want	What parents want for their children	What staff want for the children
To learn how the world works <u>e.g.</u> science, history	To develop and have confident literacy and numeracy skills	To feel safe, secure, supported, included and nurtured
How to use a wide range of technology safely and effectively	To be inspired, challenged and engaged	To reach their full potential, whilst being challenged appropriately
To be able to make friends and look after each other	To develop good communication skills, friendships and the ability to socialise	To <u>have an understanding of</u> the world around them and develop a curiosity for the wider environment
Achieve things you didn't think you could do! We want to learn how to look after our environment for the future	To feel safe, nurtured and listened to	To have the opportunity to develop a wide variety of skills for learning and life as well as achieving academically
To be confident with our literacy and numeracy skills	To have a rich variety of learning opportunities, including forest schools, trips and cluster events	To be happy, kind, thoughtful and respectful
To learn the basics of another language	To <u>have an understanding of</u> the world we all live in whilst developing tolerance	To be an active member of their community – locally and globally
To be able to make good choices to stay fit and healthy	To be happy, confident and supported in their learning	

We use a range of strategies in our school to promote positive relationships and behaviour

- Playground and Class Charters
- Actively developed positive pupil and staff relationships throughout school
- Health and Wellbeing programme
Nursery – P7 for personal and social skills development
- Doodle Postcards given for children who go 'over and above' in school
- Bounce Back – differentiated activities to encourage emotional intelligence and resilience

- Using social stories where appropriate
- Focus themes - Right of the Month
- P7/1 Buddies, P5-7 Play Leaders, P5-7 Red Banders
- Durris Achievements Board – children encouraged to share good news in school or via Seesaw App
- Verbal, positive comments from all staff around school to different classes / children
- Growth Mindset – school wide to encourage more flexible thinking
- Developing pupil leadership and linking to SHANARRI
- Twice yearly SHANARRI pupil audit to identify areas for focus
- In class: points/charts where appropriate, high expectations of behaviour, seating arrangements.

School routines ensuring children are ready, respectful and safe

1. Staff meet children at the door every morning and greet them as they enter.
2. Staff to follow agreed guidance on the collection of class following break and lunch times.
3. Consistent school standards include staff using the terms: indoor voice, wonderful walking.
4. A visual timetable / symbols on the whiteboard in every class every day, individual daily timetables (as required).

Staff responsibilities

Underpinning our positive behaviour policy is a whole school understanding of the role of consistent, calm, adult behaviour, whose first attention is focused on best conduct and its promotion in class and around the school. Staff are 'positively relentless' in modelling and guiding routines and behaviours. We reward good behaviour with comments and thanks – we have expectations that these, our school deal and values, do not require external rewards and treats in order to build our school culture and ethos. We do not use the Golden Time practice or class display of names linked with sanctions. Our consistent practises also allow and ensure reasonable adjustments are made so that all staff can utilise different behaviour strategies as suit their pupils and their own style.

All staff share a collegiate responsibility for consistently implementing and encouraging positive behaviour through:

- Engagement and training being refreshed as part of annual safeguarding and GIRFEC inputs
- Fostering pupil's sense of achievement and a 'can do' growth mindset
- Involving all pupils in regular discussions about the school 'Durris Deal', class and playground charters
- Encouraging pupils to talk about feelings, emotions, behaviours and through taking responsibility for their behaviour develop their own resilience and respect for others
- Allowing opportunities for pupils to express any concerns
- Encouraging effective learning through praise when a child is behaving appropriately and positive support when a child behaves inappropriately
- Understanding that behaviour may be a way of communicating a need, such as a barrier to learning or through a child exhibiting behaviours resulting from adverse childhood experiences (ACES)

All staff respond, manage and monitor the behaviour of all pupils in their care but serious misconduct or any concerns are discussed with the Senior Leadership Team (SLT) and recorded, within pastoral notes if appropriate. Where a teacher has concerns about a child's behaviour the behaviour protocol steps (appendix A) are followed. The SLT communicate with parents regarding any concerns and arrange for parent/teacher meetings if necessary.

Our Pupil Support Assistant undertakes pastoral care and supervision of the pupils at playtime and lunchtime through

- Involving pupils in cooperative play
- Praising children when they behave well
- Encouraging children to talk about achievements or worries
- Reminding pupils of the importance of safety at; playtimes and lunchtimes
- Supporting pupils who choose to behave inappropriately through involving them in a one to one or small group discussion of lunchtime and playground expectations (via the charters) and restorative conversations

If children persistently refuse to follow playground behaviour standards (as identified in the charter) they may be asked to sit to the edge of the playground or come inside and the incident will be discussed with the class teacher / SLT and recorded. Children are encouraged to review their actions and this maybe in pictorial or written form e.g. What I did. What happened next. What I could have done differently. Parents are contacted if necessary. At the start of the year playground charters are reviewed and discussed in class and assembly. An agreed Playground Charter is displayed in school.

Responding to misbehaviour

Children learn positive behaviour through adult role-modelling, from their peers, through experience and from their mistakes. Staff should

- Maintain a consistent, fair approach based on agreed rules could be with flexibility to differentiate according to need
- Promote positive attitude in class, throughout school and with parents
- Before taking any action, communicate intentions clearly and effectively to the child
- Be proactive rather than reactive, where possible
- Use restorative approaches through questions such as 'What happened?', 'What were you thinking?', 'What were you feeling inside?', 'Who has been harmed/affected by what has happened', 'How have they been affected?' and 'What do you think needs to happen to put things right?'
- Ensure strategies and approaches are shared amongst all staff (including visiting teachers)
- Where appropriate, parents to be informed of pupil misbehaviour.

When transforming conflict pupils need

- A chance to tell their side of the story and express their feelings, this may be orally, pictorially or in writing
- To understand better how the situation happened and how it can be avoided another time
- To feel understood by others involved
- To acknowledge the harm caused, if not an apology
- To find a way to move on and feel better about themselves and with their peers/individuals involved

Strategies used to support challenging behaviour

It is necessary to look at every incident carefully and to react appropriately to each set of circumstances. The following are some strategies available for use, as appropriate, by class teachers and the SLT. Parents will be informed where appropriate.

- Correct poor behaviour in quiet moments in class or after/before class
- Restorative conversations to build understanding of relationships, respect and rights

- Oral symbols and verbal reminders and encouragement, reinforcing correct behaviours. Use of terms such as 'gentle hands', 'hands to self and feet to ground', review of social stories, providing visuals for calming down e.g. count to 10, deep breaths, take a drink, find a quiet space, read a book, etc
- Change of seating arrangements or class environment
- Discussion with Head Teacher
- Time out, change of activity or removal from class
- Letter of apology, withdrawal of privileges
- Incident recorded in ABC charts and pastoral notes
- Proactive planning prior to events that can trigger individual misbehavior
- Removal from trips, extracurricular activities, school

In cases of serious breaches of discipline, in line with the Aberdeenshire Council policy and practice, Temporary Short Term Exclusion may be required. As the most serious sanction, this would only be used as a last resort, as it is hoped that the focus on positive and inclusive school ethos will minimise the need to use it.

****Insert link to Aberdeenshire Exclusion Policy when it is complete****

Restorative approaches to build an understanding of positive relationships, rights and respect

Following behaviour incidents, it may be necessary to use a range of strategies and approaches to support the pupil to help them learn and move on from their mistake. These could be restorative meetings both informal or planned with staff, pupils and parents; BounceBack and Rights Respecting activities in class; use of targeted behaviour plans or sticker charts; additional adult support or small group friendship skill activities or advice sought from other agencies such as Educational Psychologist, Health Professionals, Intervention & Prevention Teacher.

In situations where concerns are ongoing and more structured behaviour support is required (for both long and short term) we follow the behaviour support protocol in appendix A – Behaviour Support Protocol, referral, analysis, ABC behaviour analysis and Person Centred Action Plan, Wellbeing action plan.

Additional Support Needs

All children will be treated fairly and respectfully in Durriss School. Children who have identified Additional Support Needs will never face discriminatory treatment. Any behaviours arising as a result of an identified Additional Support Need or disability will not result in the child being treated unfavourably.

Appendix A

Behaviour Support Protocol

To be used as appropriate to the pupil needs. Parents are spoken to informally and formally throughout the process as to support the child, family and age and stage of the child.

Step 1: Referral

Class teacher to refer pupil concerns to HT orally or in writing, listing reasons for concern / behaviours being displayed. If staff / pupils at risk discussion should take place to begin risk assessment process (identifying risk and risk level and putting in place a rough action plan to manage risk.)

Step 2: Behaviour Analysis

Class team (all involved with the pupil including specialists) to begin to complete ABC charts, targeting the most problematic behaviour and recording incidents for a specified length of time dependent on individual cases. Staff team / outside agencies e.g. Educational Psychologist, Health Professionals, may complete an observation or report of the pupil to add extra perspective to the behaviour. The length / frequency of observation will be individual to each case. Once the observations are completed a date should be set for a team meeting to discuss these.

Step 3: Team Meeting

Class team (teachers and PSA) and SLT should discuss the behaviours observed and look at the ABC chart. The meeting should identify causes / triggers and begin an action plan identifying preventative strategies and interventions.

Step 4: Parent Meeting

Class teacher / SLT to meet with parents to share / review strategies being used and discuss alterations / addition to the action plan.

Step 5: Write Person Centred Action Plan

Using Aberdeenshire Council policies and guidance and wellbeing indicators to support an action plan, detailing causes / triggers and preventions / interventions / supports. This should be shared with ALL those involved with the pupil including HT, class team, specialists, PSA and parents. Set date to re-visit the plan.

Step 6: Revisit / revise the plan

Class Team and HT revisit plan and monitor progress. Any alterations should be made and again shared with all those involved. This will be an ongoing process as the behaviours change / decrease / increase.

Restorative Questions to be Used by All Staff

<p>What happened?</p> <p>What were you thinking?</p> <p>What were you feeling inside?</p>	<p>Who has been harmed/affected by what has happened?</p> <p>How have they been affected?</p> <p>What do you think needs to happen to put things right?</p>
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Name -

Date -

What I did

What happened next

What I could have done differently

