

Lochpots School Positive Behaviour Policy



Updated August 2020

Promoting a Positive Ethos at Lochpots School

All schools in Scotland have a statutory duty to be Health Promoting. This means schools adopt a whole-school approach to integrating health promotion into every aspect of school life. Through effective partnership working with pupils, all teachers and other staff, parents and the wider community, the health promoting school promotes the mental, emotional, social and physical health and wellbeing of all children and young people.

Schools (Health Promotion and Nutrition) (Scotland) Act 2007

Lochpots School is committed to ensuring it has a positive and supportive ethos, which values open and honest relationships and the promotion of health and wellbeing. This policy intends to provide support and guidance to pupils, staff and parents.

Common principles underpinning Lochpots School's approach to creating a supportive ethos which promotes positive behaviour are:

- We respect the rights of children and individuals.
- We work together to develop a culture of respect and responsibility with, and between, all children and young people.
- We seek to prevent and tackle bullying through the development and implementation of effective anti-bullying policies and practice.
- We adhere to guidance in Equality and Diversity Policies.

This will sit within the context of legal guidelines and national legislation - (Appendix 1.1)

What is in place in Lochpots School to support and manage positive behaviour?**Strategies/procedures which aim to support pupils:**

- Restorative approaches (include more info: key questions, steps, etc)
- Positive behaviour management
- 'Open door' policy promoted by the Head Teacher.
- Pupil reminder sheet to increase awareness of Behaviour Approaches
- Trained playground staff.
- Positive playground management.
- Management of positive behaviour (brick wall).
- Displays and posters highlighting positive behaviour and school ethos.
- Curriculum teaching - mental, emotional, physical and social health, friendships, relationships, etc.

Support procedures for staff:

- Aberdeenshire Council policies
- Training opportunities – ALDO - Respect Me, Equality and Diversity, CALM, Peer Mediation, Mental Health CPD.

Support procedures for parents:

- Meeting with school staff - Head Teacher, teaching staff, support staff.
Process flow chart of procedures for reducing bullying behaviour. (Appendix 2.1)
- Reminder Sheet in Homework Diaries to increase awareness of Behaviour Approaches

The policy is in 2 parts:

- **Positive Behaviour Management**
- **Ante-Bullying Approaches**

Positive Behaviour Management

In line with the school's visions and values, these being Respectful, Enthusiastic, Welcoming, Proud, Ambitious and Aiming High at all times, the pupils and staff decided on the following procedures to promote positive behaviour with a restorative approach to fulfil the vision and values at Lochpots School.

As an aspiring Rights Respecting School, we recognise United Nations Convention Rights of the Child. The following Articles relate to positive behaviour management

- **Every child has the right to learn (Article 28)**
- **Every child has the right to relax and play (Article 31)**
- **Every child has the right to feel safe and protected from harm (Article 19)**

Lochpots School values individuals and wishes to be a welcoming school for all. Pupils should be able to resolve disputes and disagreements. At Lochpots School we undertake "Restorative Practice" with pupils to enable them to talk about incidents, feelings and what to do next. This will be done with pupils involved in an incident, restorative groups or restorative circles as a class.

Restorative approaches will include:

- Fostering social relationships in a school community of mutual engagement.
- Being responsible for one's own actions and the impact on others.
- Respecting other people, their views and feelings.
- Empathising with the feelings of others.
- Being fair.
- Being committed to equitable processes.
- Everyone in school being actively involved in decisions about their own lives.
- Willingness to create opportunities for reflective change in pupils and staff.

Restorative Conversation - 5 Questions

- What happened?
- What were you thinking?
- How were you feeling?
- Who else has been affected by this?
- What did the other person feel?
- What can you do now to help sort out the situation?

Keeping Parents Informed

A behaviour reminder sheet will be put in homework diaries. (Appendix 3.1)

In the class - Each week a record of each pupil's daily points will be recorded in their homework diary. The number of points gained will be written in green in the first box. If a pupil has been on the warning position a yellow number indicating the number of times a warning has been issued will be in the second box. If a pupil has reached the red position the number of lost points will be written in red in the third box. This will indicate the amount of Golden Time achieved. The reason for any loss of point will be recorded in the homework diary, which parents / carers are asked to sign. Points earned by pupils contribute to Good Behaviour Certificates and house points. The certificates are awarded at Celebrations Assemblies.

Green 25, Blue 50, Bronze 75, Silver 100, Gold 125, Diamond 150, Head Teacher 175

In the playground - Pupils may receive a "brick" to place on the behaviour wall. Bricks will relate to school values. The 3 classes with most bricks will be classes of the month, Pupils will help decide on a reward and parents / carer will be informed of the choice in their Homework Diary. Parents / carers will be informed if a pupil receives a red card. A sticker will be put in their Homework Diary.

Whole School Procedures

Repeated disruptive or non-co-operative behaviour will result in further interventions being put in place to support pupils. Pupils will have some or all of these restorative measures put in place:

- Phone call to parent / carer
- Coming in through front door at 9am.
- PSA support in morning to develop positive attitude for the day
- Staying in at playtime.
- Moving through school with an adult
- Work in paired class
- Staying in or going home at lunch time
- Use of bubble book to record positive behaviour at break, lunch and in class
- Use of sticker sheet and clipboard to record behaviour over course of a week
- Regular parent meetings with Class Teacher / Head Teacher
- Time out with Head Teacher
- Support group identified in class
- PSA identified as Key Person

Further Interventions Stages

Lunchtime/playtime bubble book - parents / carers informed

In at playtime / lunchtime - parents / carers informed

In class bubble book - parents/ carers informed

In class / play and lunch time clip board - parents / carers weekly meeting with class teacher

Behaviour a cause for concern - letter to parents / carers

Behaviour a serious cause for concern - letter to parents / carers

Warning of exclusion - letter to parents / carers

Exclusion - letter to parents / carers with Aberdeenshire Exclusion Guidelines

Ante-Bullying Approaches

What is bullying behaviour?

Bullying can be described as any behaviour that leaves someone feeling helpless, frightened, anxious, depressed or demeaned.

Bullying behaviours may include:

- **Physical:** hitting, tripping, kicking, stealing and damaging belongings.
- **Verbal:** name calling, teasing, putting down or threatening.
- **Relational:** ignoring, leaving out or spreading rumours, making people feel like they are being bullied or fearful of being bullied.
- **Cyber:** sending abusive text or messages to mobiles, through email or social networking sites, posting intimidating pictures or movies. Passing on information of this type could be seen to be bullying behaviour.
- **Racial:** targeting someone because of who they are or are perceived to be (nationality, race, religion, etc).
(Appendix 4.1)

Bullying behaviour has to be based on 'intent'. This means that individuals carrying out bullying behaviour have the intention of causing harm, aggression or rejection. Bullying behaviour usually involves a power imbalance between individuals. Many children may use bullying behaviour from time to time and some children may interpret unintentional behaviour as bullying. Children may fall out with friends and engage in hurtful behaviour but this may not necessarily constitute bullying behaviour. This highlights the need for a common understanding of the term 'bullying' to exist amongst the whole school community. Lochpots School will avoid labelling pupils as either 'victims' or 'bullies' as this implicates the individual, rather than focusing on the behaviour.

What happens in these situations?

- Child says they have been bullied - (check list for actions for staff – (appendix 5.1)
- Refer to Lochpots and Aberdeenshire Council Child Protection Guidance and Policies.
- Child displaying bullying behaviour to staff - this may take a verbal or physical form. Staff should discuss these issues with the Head Teacher.
- School staff displaying bullying behaviour to the child - dealt with in accordance with Aberdeenshire Council Policy.
- School staff displaying bullying behaviour to other staff - dealt with in accordance with Aberdeenshire Council Policy.

How will those who are involved be kept informed?

- Individual being bullied - through the Head Teacher and/or a nominated member of staff.
- Parent/carer - through the Head Teacher and/or a nominated member of staff.
- School staff - teaching and support staff should be kept informed by the Head Teacher, especially those with a direct involvement.
- Individual displaying bullying behaviour - through the Head Teacher and/or a nominated member of staff.

How will we keep track of any bullying behaviour?

A record book of incidents will be kept identifying the action taken.

(Appendix 6.1)

Information recorded in pupil chronologies.

How will we know if this policy is working?

- Increased pupil awareness of what constitutes bullying behaviour - through classroom feedback, school assemblies and informal discussions between staff and pupils that demonstrate an increased awareness of behavioural issues.
- Decreased number of incidents recorded in record book.
- Decreased number of parents reporting bullying behaviour due to increased understanding of what is meant by 'bullying behaviour'.

Appendix 1.1

Legal Framework

United Nations Convention on the Rights of the Child

A full list of children and young people's rights within the convention is available from:

<http://www.scotland.gov.uk/Publications/2008/04/01081649/0>

European Convention of Human Rights (ECHR)

The full text of the convention is available from:

<http://conventions.coe.int/Treaty/Commun/QueVoulezVous.asp?NT=005&CM=8&DF=7/22/2008&CL=ENG>

The ECHR was incorporated into Scots law through the Human Rights Act 1998 and the Scotland Act 1998. Further information on the Human Rights Act 1998 is available from:

<http://www.equalityhumanrights.com/en/yourrights/humanrights/Pages/Humanrightsin.aspx>

Within Scotland legal frameworks include:

- Standard in Scotland's Schools etc Act 2000
- Children (Scotland) Act 1995
- Education (Additional Support for Learning) (Scotland) Act 2004

National and Local Government Frameworks

GIRFEC (Getting It Right For Every Child), key principles:

- Builds solutions with and around children, young people and families.
- Enables children and young people to get the help they need when they need it.
- Supports a positive shift in culture, systems and practices.
- Involves working together to make things better.

Curriculum for Excellence

Curriculum for Excellence is the framework to meet the needs of all learners 3-18 to enable them to develop the four capacities of successful learners, confident individuals, responsible citizens and effective contributors. This includes the formal curriculum but also encompasses:

- The ethos and life of the school as a community.
- Curriculum areas and subjects.
- Interdisciplinary learning.
- Opportunities for personal achievement.

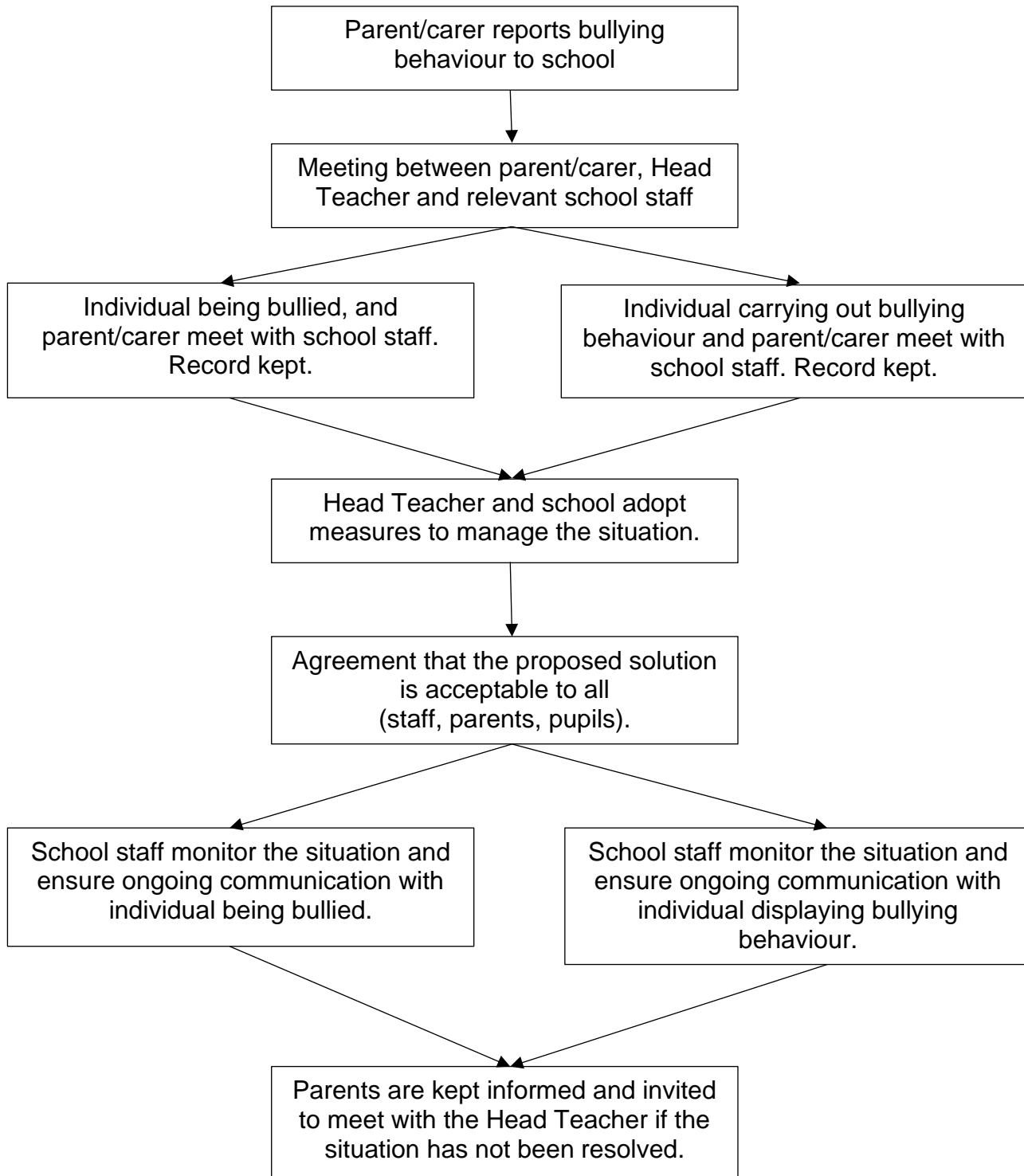
Aberdeenshire Council Policies

There are a range of policies that aim to support council employees and are related to bullying behaviour and relationships. These include:

- Employment Equality
- Dignity of the Individual
- Recruitment and Selection
- Grievance
- Disciplinary
- Age
- Race Equality Scheme
- Gender Equality Scheme
- Disability Equality Scheme
- Aberdeenshire Council Code of Conduct
- Racist Incident Monitoring Guidance and Form

Appendix 2.1

Information for Parents on school procedure for dealing with bullying



Appendix 3.1

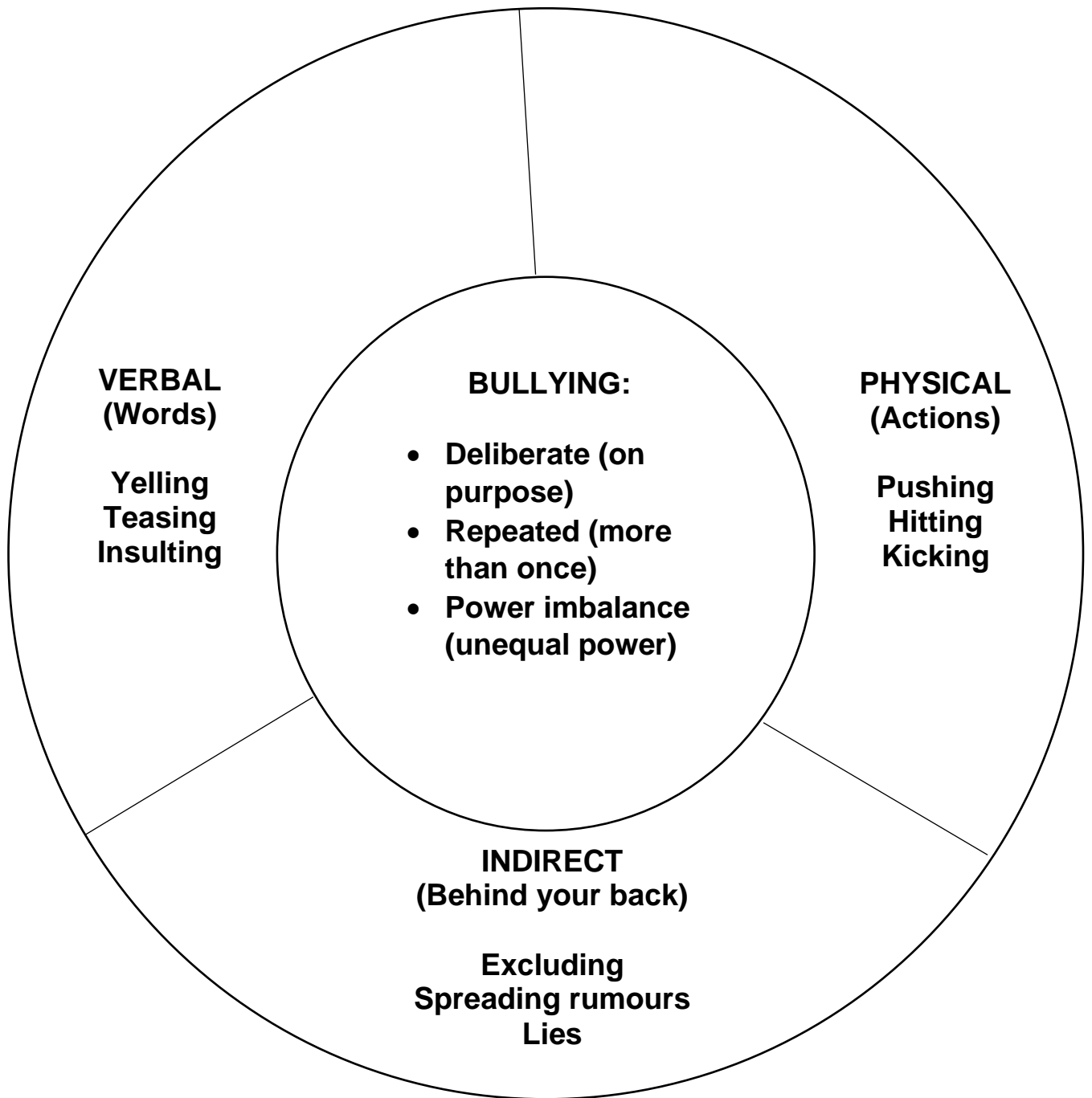
Pupil Reminder Sheet

<p><u>Inside</u> Every child has the right to learn (Article 28)</p>
<p>I begin each day on 'Green'</p>
<p>If I stay on 'green' all week I will gain a good behaviour point by giving general good work and showing positive behaviour. Five points gained results in 30 minutes Golden Time. My points earned will also contribute to Good Behaviour Certificates and House Points. My parents / carer will be informed.</p>
<p>This is a verbal warning, with positive behaviour I will stay on Green. If I continue with the same unacceptable behaviour I will move to Yellow.</p>
<p>Yellow - I have taken away other children's right to learn. I will have a restorative conversation and may need to work in a partner class for a short period of time. If I continue with the same behaviour I will move to Red.</p>
<p>Red - I have taken away other children's right to learn. I will lose 5 minutes Golden Time and my daily good behaviour point. My parents / carer will be informed. I may be sent to a 'paired class' with work for time out.</p> <p>Reasons for moving immediately to 'red' and losing a point include:</p> <ul style="list-style-type: none"> • Hurting someone else • Using inappropriate language • Throwing things • Disrespecting property of school and individuals • Repeatedly breaking the class charter/expectations • Taking property without permission of owner • Being disruptive and interrupting learning and teaching

<p><u>Outside</u> Every child has the right to relax and play (Article 31)</p>
<p>I begin each day on 'Green'</p>
<p>If I stay on 'green' I may receive a "brick" to place on the behaviour wall. Bricks will relate to school values. The 3 classes with most bricks will be classes of the month, I will help decide on a reward and my parents / carer will be informed of the choice in my Homework Diary.</p>
<p>This is a verbal warning, with positive behaviour I will stay on Green. If I continue with the same unacceptable behaviour I will move to Yellow.</p>
<p>Yellow - I have taken away other children's right to play and stay safe, I will receive a 'time out' to think and have a restorative conversation. If I continue with the same behaviour I will move to Red.</p>
<p>Red - I have taken away other children's right to play and stay safe and I will receive a 1 or 2 day grounding. My parents /carer will be informed. I will have a restorative meeting with the Head Teacher.</p> <p>Reasons for immediately receiving a red card:</p> <ul style="list-style-type: none"> • Unsafe behaviour (throwing things, fighting, etc.) • Refusing to follow instructions • Shouting at an adult • Not following school expectations • Using inappropriate language • Out of school bounds/playground

<p>Every child has the right to feel safe and protected from harm (Article 19)</p>
<p>I have taken away other children's right to feel safe and protected from harm. I will have a restorative conversation / meeting. If my behaviour continues to be unacceptable, further interventions will be put in place. My parents/carers will be informed. For violent/repeated harmful incidents towards an adult or child, I may be excluded. My parents/carers will be informed.</p>

Appendix 4.1



Appendix 5.1

SUGGESTED RESPONSE CHECKLIST

- Remember how you react can be crucial.
- They have chosen you to speak to, it is not acceptable to tell them to go to someone else.
- Give the child your full attention.
- If you are unable to speak to them at the time they have chosen, make sure you arrange for a time that suits you both.
- Reassure them that they have done the right thing in speaking to someone.
- Find a suitable place to talk to them.
- Let them know that bullying is unacceptable.
- Engage in active listening.
- Show that you believe what they are saying and are taking them seriously.
- Encourage them to talk - find out what happened, who was involved, where and when.
- If you feel you need to write it down, check that the child is comfortable with this.
- You may need to draw out the information from the child but let them talk as far as possible without interruptions.
- However, you may have to ask appropriate questions to gain all the information you need.
- The child may say that they don't want you to tell anyone or do anything else.
- Your role is to support them to see that bullying behaviour is wrong and they will be supported to help stop it.
- The child's views in what should happen next should be considered.
- Keep the child updated on what is happening.
- Reiterate that they have done the right thing.

Appendix 6.1

Lochpots School – Record Sheet

1. Name of pupil being bullied and class group

Name _____ Class _____

2. Name(s) and class(es) of pupil(s) engaged in bullying behaviour

3. Source of bullying concern/report (tick relevant box(es))

Pupil concerned	
Other Pupil	
Parent	
Teacher	
Other	

4. Location of incidents (tick relevant box(es))

Playground	
Classroom	
Corridor	
Toilets	
School Bus	
Other	

5. Name of person(s) who reported the bullying concern

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6. Type of Bullying Behaviour (tick relevant box(es)) *

Physical Aggression		Cyber-bullying	
Damage to Property		Intimidation	
Isolation/Exclusion		Malicious Gossip	
Name Calling		Other (specify)	

7. Where behaviour is regarded as identity-based bullying, indicate the relevant category:

Homophobic	Disability/ASN related	Racist	Membership of Traveller community	Other (specify)

8. Brief Description of bullying behaviour and its impact

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9. Details of actions taken

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Signed _____ Date _____