



BODDAM PRIMARY SCHOOL

Promoting Positive Behaviour Policy





Review Date: August 2024

Review Officer: SMT

Promoting Positive Behaviour Policy

Rationale

At Boddam Primary School we believe that positive behaviour, attitudes and conduct are essential to ensure our children have the opportunity to be successful learners; confident individuals; responsible citizens and effective contributors.

Our school behaviour policy is designed to ensure a consistent whole-school approach to managing behaviour and attitudes as well as provide a common vocabulary, definitions and expectations for what constitutes good or expected behaviour. In addition to this, the policy sets out ways in which we will focus on positive behaviour management in order to promote and role-model the attitudes we want in our school, in line with our school values.

Aims

- To provide a common understanding of the behaviours and attitudes expected at Boddam
- To detail how demonstrating these behaviours is recognised and rewarded
- To detail the protocols for dealing with undesirable behaviour; behaviour that is in opposition to our school values or behaviour that could put other people or property at risk
- To ensure all our behaviour-management actions are underpinned by our school values
- To ensure a positive approach to behaviour management that focuses on recognising and rewarding the positive

Procedures

Using the behaviour expectations descriptors (Appendix 1.) we will monitor the children's behaviours and recognise the positive behaviours as follows:

- When a child demonstrates behaviours from the 'Excellent' column, this will be verbally acknowledged and the child will be invited to move up the conduct chart (see Appendix 4.)
- When a child consistently demonstrates behaviours from the 'Expected' column, this will be verbally noted
- When a child demonstrates behaviours from the 'Below Expectations' column, this will be verbally addressed with a warning in the first instance. If the child continues to behave below expectations (in any area), a 2nd warning will be issued and the child will be asked to move down the conduct chart
- When a child demonstrates behaviours from the 'Needs work' column, this will result in the child moving to the 'Re-learn' section of the conduct chart, which will result in 5 minutes of lost play time/ lunch time in order to address the behaviour with the teacher

Every Day

- Conduct charts will be reset at the start of each day
- Any child who has been moved to 'Re-learn' more than twice in one week will have a restorative conversation with the Head Teacher or another suitable member of staff. A message will also be sent to the child's parents/carers
- If a child is repeatedly in the 're-learn' section of the conduct chart, their Class Teacher will phone their parents/carers to discuss this (discretion and teacher judgement will be used to determine when this is necessary).
- If a pattern on 're-learn' conduct persists, the Head Teacher will phone parents/carers

Every Week

- Each Class Teacher will nominate a child from their class to receive the 'Boddam Values Award' certificate, which will also earn a 'reward raffle' point and be awarded in the weekly assembly
- Class teachers may choose age-appropriate ways to recognise and discuss positive behaviours within their own classes. However, 'Golden time' (or similar) will not be used as a reward.

Every Month

- All recipients of Reward Raffle tickets throughout the month will be entered into a draw for a specific reward, which will be decided upon each month

Every Year

- At the start of each new session, teachers will spend time with their class, discussing and agreeing the classroom rules and expectations as well as how the vision, values and expectations apply to children of their age.

We recognise that every child is an individual with their own pace of learning and capacity to understand, take responsibility for their own actions and make connections between their actions and the consequences. For this reason, staff are encouraged to use discretion and judgement when dealing with behaviour to ensure actions, rewards and sanctions are appropriate for each child and the age group of the children. This means that in some situations, consequences of behaviour may be adapted according to the circumstances and individuals. Some children may also benefit from individual plans to help them learn to follow the school rules and in these cases, the usual rewards and sanctions or timelines may be bypassed entirely in order to support these individuals.

Where children exhibit patterns of negative behaviour, it may be necessary to follow the consequence chart (Appendix. 2) or put an individual plan in place for the child. This will be considered on a case-by-case basis, in consultation with relevant stakeholders (teachers, PSAs, parents, carers etc.)

Additional Notes

- Wherever possible, we will utilise positive behaviour management strategies that focus on positive behaviours and recognising these
- We will not shout at, ridicule or humiliate children (it is acknowledged that there may be occasions on which an adult is required to raise their voice to ensure they are heard or to alert a child to the risk their behaviour may be putting them under)
- We will differentiate between the child and the behaviour to promote positive self-image and self-esteem
- We will not use physical restraint or handling when dealing with negative behaviour unless a child is in immediate danger of physical harm to themselves and/or others
- We will respect children's rights and dignity when dealing with and managing their behaviour
- We will consult relevant stakeholders wherever possible and/or necessary regarding all aspects of the content of this policy
- We will use the language of the school values when talking to children about their behaviour
- In the event of poor choices or actions on the playground, adults supervising playtimes may impose a 2-minute time out from play in order to talk to the child or allow them to calm down

In some circumstances, an action may be considered negative enough that an instant 're-learn' is required, without going through the prior warning process. These actions include: Violence/fighting, spitting, lying, swearing at another person, disrespect to another person. These actions would also incur a more significant loss of play / lunch time (sanctions to be imposed at discretion of the adult dealing with the situation).

Appendices

Appendix 1:

Behaviour expectations

<p>Excellent Behaviour</p> <p>Behaviours that are above expectation</p>	<p>Expected Behaviour</p> <p>Behaviours that all children should exhibit all the time</p>	<p>Below Expectations</p> <p>Behaviours that are not what we expect</p>	<p>Needs Work</p> <p>Negative behaviours that are not acceptable</p>
<p><i>Teamwork: I work in a team, being fair, listening to others and contributing respectfully</i></p> <p><i>Honesty: I consistently tell the truth and am upfront and accepting of the consequences of my own actions</i></p> <p><i>Respect: I show the utmost respect to others, their property, the school and myself</i></p> <p><i>Equity: I always ensure that I support others to enable them to be happy and successful</i></p> <p><i>Aspiration: I set my goals high and challenge myself to achieve</i></p> <p><i>Determination: I consistently work hard and try my best, even when I find something difficult</i></p>	<p><i>Teamwork: I work in a team positively, without conflict</i></p> <p><i>Honesty: I consistently tell the truth but may need prompting to do so, especially if I am worried I might be in trouble</i></p> <p><i>Respect: I usually show respect to others through the way I speak to them</i></p> <p><i>Equity: I sometimes consider what others need in order for them to be happy and successful</i></p> <p><i>Aspiration: I have goals and targets that I work towards</i></p> <p><i>Determination: I usually work hard and try my best</i></p>	<p><i>Teamwork: When working in a team, I am not demonstrating fairness or respect</i></p> <p><i>Honesty: I don't always tell the truth and usually need prompting to do so</i></p> <p><i>Respect: I only sometimes show respect in the way I speak to others and/or treat property</i></p> <p><i>Equity: I don't really consider others or support them</i></p> <p><i>Aspiration: I do not set personal goals or targets and need prompting to work hard enough to achieve</i></p> <p><i>Determination: I need prompting to work hard or try my best and can give up when I find something difficult</i></p>	<p><i>Teamwork: I do not work well with others</i></p> <p><i>Honesty: I do not tell the truth and cannot accept responsibility for my own actions</i></p> <p><i>Respect: I do not show respect to others or property and am actively rude or destructive</i></p> <p><i>Equity: I actively inhibit others from being happy or successful</i></p> <p><i>Aspiration: I do not work hard enough to achieve</i></p> <p><i>Determination: I do not work hard or try my best and will not try something I think will be a challenge</i></p>

Appendix 2:

Exclusion/consequence pathway

1	Pupil receives a reminder of the behaviour expectations, i.e. reinforcement of the school and class charters,
2	Pupil receives their first warning for inappropriate behaviour and a reminder of how to correct this. e.g. "please remember to put your hand up rather than interrupting".
3	Pupil receives their second warning for inappropriate behaviour and is supported to correct this through a restorative conversation. Move down conduct chart.
4	Pupil is moved to 'Re-learn' on the conduct chart. 5 minutes of play time forfeited.
5	If the pupil continues to display inappropriate behaviour, 5 minutes play time will be forfeited.
6	If the pupil continues to display inappropriate behaviour, parents/carers will be informed by the teacher.
7	If a pattern of 'Re-learn' behaviours emerges, the Class Teacher will discuss this with parents/carers by phone
8	If a pattern of behaviour well below expectations persists, the Head Teacher will discuss this with parents/carers by phone
9	If patterns of negative behaviour continue, pupil's Parents/Carers are invited in to school for a meeting with the Class Teacher – to discuss the pupil's inappropriate behaviour. At this stage, a further behaviour intervention may be created to further support the pupil in effectively managing their behaviour e.g. daily communication with parents/carers, a referral to the in-school support or another agency, i.e. The Educational Psychology Service.
10	If patterns of negative behaviour still persist, pupil's Parents/Carers are invited in to school for a meeting with the Class Teacher and the Head Teacher – to discuss the pupil's inappropriate behaviour. At this stage, a further behaviour intervention may be created to further support the pupil in effectively managing their behaviour (this could include temporary exclusion).
11	If all supports are implemented and patterns of negative behaviour persist then exclusion procedures will be initiated in line with Aberdeenshire and governmental protocol
12	Exclusion

Appendix 3:

Restorative reflection sheet

Restorative Reflection

The form consists of a central oval and six surrounding cloud shapes, each containing a reflection question:

- Top-left cloud: **Who was affected by my actions?**
- Top-center cloud: **How was I feeling at the time?**
- Top-right cloud: **What was I thinking at the time?**
- Center oval: **What happened?**
- Bottom-left cloud: **How did my actions make others feel?**
- Bottom-center cloud: **What will I do differently in the future?**
- Bottom-right cloud: **What will I do now to put things right?**

Appendix 4:

Example Conduct Chart

(This can be adapted to suit the age of the children and your classroom circumstances, you may use photographs, name labels or any other way of indicating individual children within the class. The stages and number of categories should be consistent across the school however: Excellent behaviour, Expected behaviour, Below expectations, Needs work, Re-learn)

