Garrowhill Primary

**Promoting Positive Behaviour**

Glasgow City Council’s `Promoting Positive Behaviour` articulates our commitment to the inclusion of all children and young people and our belief that they should fulfil their potential whilst in our care. It has been informed by the range of key national and local documents in particular Glasgow City Councils revised Additional Support for Learning policy, *`Every Child is Included`*.

Each establishment is required to produce and keep under review, a policy on Promoting Positive Behaviour. This policy is derived from the Councils *`Promoting Positive Behaviour`* and will take account of the particular circumstances of this establishment.

Our school policy outlines how Garrowhill Primary will

* Educate the whole child and develop their personal and social skills to ensure their own well-being and that of others
* Provide safe and stimulating learning environments for all children and young people that enable them to reach their full potential and become successful learner, effective contributors, responsible citizens and confident individuals
* Ensure children and young people have regular opportunities to develop an understanding of their rights and responsibilities
* Develop awareness of consequence in children and young people
* Develop a desire in all children and young people to participate positively and contribute at all times.

As with all our practice, it is dependent on a successful relationship with parents, carers and our children and young people. I hope you find the contents of this document helpful to you.

Linda Logue

Head of Establishment

**Strategies Employed**

Our school operates a range of initiatives/strategies, which allow the school to promote positive behaviour both at classroom and whole school level.

**Strategies employed to create an engaging and empowering climate for learning**

An ethos of inclusion, equality and fairness is essential to the promotion of positive behaviour. In Garrowhill Primary there is a clear understanding amongst all staff of the commitment to fostering the general well-being of all children and young people. A nurturing, healthy and safe environment is promoted by ensuring an engaging and empowering climate for learning. This is achieved by commitment to implementation of the following core initiatives:

* All staff work to create a warm and welcoming atmosphere
* Teaching and learning areas are well organised and stimulating for learners
* All staff have high expectations of young people and show trust in them
* School rules to ensure, health, wellbeing and safety are consistently applied by all
* All teaching staff rigorously implement the schools policy on Additional Support for Learning
* Staff are committed to self-evaluation which continuously improves learning and teaching approaches
* Assessment for, as and of learning approaches are implemented by all staff to ensure the prior learning, experiences and interests of our young people are recognised and developed
* Learner voice is promoted to ensure young people are encouraged to take ownership of their progress in learning
* The different learning styles of young people is recognised through planned opportunity for class, group and individual learning
* The attainment and achievements of all learners is celebrated through learning plans, my merit, literacy and numeracy awards and our House System
* Strategies for improving behaviour are explicitly taught through Bounce Back circle time and a range of other health and wellbeing sessions

**Strategies employed to promote relationships built on mutual trust and respect**

All staff in our school recognise the importance of positive relationships in the development of positive behaviour in our young people. Relationships built on mutual trust and respect are fundamental to promoting this. These core values underpin the work of the school and we continuously work to build and develop relationships through the following actions:

* Parents and carers are treated with respect and given high quality information of learner progress including termly plans
* Parents/carers are encouraged to express their views and contribute to the planning of learning experiences through adding comments to children’s profiles and learning plans
* Parents/carers are welcomed and encouraged to take an active role in supporting the development of our curriculum and improving learning experiences for children through participation in school committees, working groups and our Parent Council
* All staff in the school are committed to working in partnership with health, Educational Psychology, social work services, audiologist and sensory support services to improve learning experiences for children and ensure all needs are met.
* Commitment to developing partnerships across the community and with local businesses which enhance and personalise learning for our young people and encourages learning through visits out of school as well as inviting guests into school.
* Learners, parents/carers and staff are encouraged to work collaboratively and share views on our school and learning through regular open afternoons and parents evening
* All staff are aware of their role in ensuring the safety, care and wellbeing of all learners
* All staff demonstrates the trust and high expectations they have of all learners.

**Staff Development**

Our school has reviewed its Staff Development policy and all staff are committed to maintaining a continuous professional development profile which ensures the skills and teaching approaches are updated. Opportunities to participate in a continuous professional development programme are offered through CPD manager and allow staff to develop the appropriate skills to ensure they have the capacity to improve learner experience and meet needs.

At the start of each planning block, all teaching staff reflect on the previous block of work and identify areas for development in their practice which will impact on improving outcomes for learners. At the end of each academic session, the process of self-reflection.

**Meeting Learning Needs through Staged Intervention**

Our school ensures that all children and young people, including those who come from vulnerable families and require significant input from partner agencies, will become successful learners, confident individuals, responsible citizens and effective contributors. We believe that early intervention and co-ordinated approach by education, social services and health services are essential in enabling the most vulnerable children, young people and their families more choices and chances to achieve. We ensure that children and young people receive support at levels required to meet their additional support needs by using Glasgow’s Staged Intervention Model.

**Staged Intervention**

Staged intervention is a process which is used to identify, assess and support the learning needs of children. It provides:

* A record of intervention and achievement for individual children as they progress through school.
* an inclusive approach which involves parents, pupils relevant staff and support services;
* agreed learning and support plans which record the needs of individual pupils.
* A solution focused approach to resolving issues early and at least intrusive level of intervention.
* A structured monitoring and review cycle

**There are four stages of intervention:**

**Stages 1 and 2**

Stages 1 and 2 learning needs are met within the establishment.

**Stage 1**

* Class teacher identifies emerging ASN and gathers information
* Individual pupils provision is reflected in class forward plans
* Class based intervention implemented by teacher.
* Reviewed and monitored through forward planning and wellbeing assessment is review on a termly basis.
* Intervention recorded via pastoral notes and forward planning

**Identification of needs at Stage 1**

Additional needs would normally be identified by the class teacher or other school staff and discussed with HT or DHT as part of the planning process during tracking and moderation meetings. Intervention strategies would be recorded, assessed, monitored and reported as part of the on-going planning cycle and progress recorded in the forward plans and evaluations of the class.

Specific intervention strategies being implemented by class teachers to support individual or groups of pupils are recorded on personal or group support plans. These plans indicate the specific steps being taken to meet longer term targets these strategies, learning outcomes and pupil targets are discussed with HT and /or DHT at the beginning of each term during long term planning meetings. This step in the planning process will be recorded in the learners PRF.

**Some class based steps of intervention may include:**

**Differentiation**

Pupils and students work on the same curricular area, but interact in different ways with teachers and resources. They have some or all of the assignments, learning targets, resources, teaching methods and pupil groupings planned to differently take account of their aptitudes and the levels of their current strengths, attainments and needs.

**Individualisation**

Aspects of curriculum and/or approaches to learning and teaching are altered to take account of the special educational needs of individual pupils or students.

**Adaptation**

The content of areas or courses is altered to allow pupils facing obstacles, caused by their disabilities, to gain access to comparable experiences to those of their peers or to suitable alternatives. Particular emphasis may be placed on one strand or aspect of the curriculum because of its significance to individuals.

**Enhancement**

The content of the curricular area or courses is expanded to ensure that abler pupils are suitably stimulated and challenged.

**Elaboration**

The content of the curriculum is specifically designed to meet the needs of pupils and students with delayed or seriously disrupted general development, or those who require additional strands or aspects not normally available in the mainstream curriculum.

**Stage 2**

Where needs are not met with intervention at stage 1, the class teacher will discuss the child’s needs at tracking meetings or through face to face discussion with SMT outlining barriers to learning and intervention already implemented. This will be discussed with ASL coordinator and next steps recorded. This will be recorded and saved electronically. There will also be a paper copy made and added to the child’s additional support file held in HT office.

**Intervention for pupils at Stage 2**

* Additional school staff providing support for pupil or group. (HT, DHT, PT)
* Class Teacher consultation and referral to ASL Coordinator for further assessment.
* Personal/group support plans drafted
* Wellbeing and assessment proposed at this stage
* Short term outcomes outlined in plans and PRF and reviewed termly
* Consultation with Parent/Carer

**Stage 3**

Teachers, learning support staff, pupil support assistants, Child Development Officers, visiting teachers and other professionals liaise regularly to provide a holistic approach to planning to meet needs through Additional Support Plan (ASP)

In some cases intervention at stage 1 and 2 and on-going assessment of progress will lead to a request for further assessment/intervention from other Educational Resources such as Psychological Services. A referral will be completed with parent/carers and school staff, the PRF updated and an Additional Support Plan Initialised. This will be reviewed annually.

Pupils under consideration of Stage 3 will usually require significant individualisation of learning or substantial adaptation to the curriculum, by Support for Learning Co – coordinator.

The head teacher has overall responsibility for ensuring that the learning and support needs of the pupil are appropriately addressed in collaboration with relevant education agencies.

**Intervention for pupils at stage 3**

* Review of Educational resources
* Referral by ASL coordinator for further assessment
* Wellbeing and Assessment made active
* Consultation with Parent/Carer
* Consultation with Psychological Services/other education services
* Termly review with school staff
* Minimum of annual review with EP

**Intervention at Stage 4**

A multi- agency approach is taken to plan for children and young people who are vulnerable. This will take the form of an Additional Support Plan (ASP) or Co-ordinated Support Plan (CSP) which outlines intervention from other partner agencies such as Health and Social Work to assist in meeting the pupil/young person’s needs.

* Direct involvement of external partner agencies
* Direct involvement of Psychological Services
* Wellbeing Assessment and Plan
* Consider CSP
* Liaison with Integrated/Joint Support Team
* Annual Review

**3. Approaches to Positive Behaviour**

Within our school a range of approaches exists to promote positive behaviour based on improved relationships, engagement, motivation and emotional wellbeing. These include:

* Solution oriented approaches
* Buddies and peer mediation
* Restorative approaches
* Resilience training
* Motivational approaches
* Promoting Pupil Voice
* Nurturing approaches
* Framework for intervention
* Right Respecting School Approaches

It is important that all staff are positive, enthusiastic and committed to the agreed school policy and actively encourage every child to behave in a positive way at all times.

To sustain motivation and children’s ownership of their learning journey all staff should –

* be in place promptly to help the class enter school in an orderly and safe manner
* always be in place to ensure pupils exit school in same orderly manner
* treat all children fairly and equally
* adopt a friendly and approachable manner
* speak politely to the children in order to set them a good example
* take an interest in each child
* look out for children who are isolated, try to involve them with other children
* discuss concerns about young people with line managers
* remember praise is more effective that criticism, if a child is always misbehaving try to catch them when they are doing something good and make a positive comment
* use our incentive system to encourage good behaviour
* after negotiation with the class, display and implement Class Charter, discuss rewards and consequences liked to children’s rights.
* try a gentle reminder initially if someone does not follow the charter
* avoid sarcasm
* avoid labels
* give responsibilities to children over the course of the school year
* respect young people’s right to privacy when discussing concerns or difficulties
* use consequences as a part of a consistent, firm and fair approach to promoting positive behaviour

**House System and school Committees**

Promoting pupil voice and responding to learner views underpins our approach to developing positive behaviour. Our House System encourages every child to take responsibility for the life and work of the school and through their house and its committee work take ownership of aspects of the school improvement plan. There are eight houses in the school with children allocated to a house when they join P1. Siblings are always placed in the same house. Throughout the school, children line up and enter in house groups and points can be earned throughout each week for your house by behaving responsibly and applying good effort and observing school rules. At the start of each academic session all children take part in an election to select the new captain and vice-captain from our Primary 7 class.

Captains and vive captains are responsible for conducting house meetings when necessary, organising house assemblies, contributing to our school parliament, chairing committee meetings and calculating points earned by their house on a weekly basis.

**School Committees**

Within each house are two school committees, each with a responsibility for an aspect of school improvement. These responsibilities are displayed in the schools front entrance hall and involve all children in taking ownership of the schools improvement plan.

Committee meetings take place once a month. All staff have a responsibility for supporting committee meetings and enabling children to chair and minute these meetings. The agenda for meetings is determined by self-evaluation, learner, staff and parent views and the work of the school parliament.

**School Parliament**

Our school parliament is made up of House Captains and vice captains plus one elected member from each committee. The HT and DHT also sit on the school Parliament alongside the chair and vice chair of the Parent Council. A core responsibility of Parliament is to support the school staff and parents in evaluating the progress of the School Improvement Plan and Parent Council Improvement Plan and planning next steps to improve learner experience.

**Rights based code of conduct linked to school values**

Values are needed to protect fundamental rights and promote a respect for one’s own rights and the rights of others in the classroom. These can be discussed verbally or record somewhere in the class with the children.

Our Values are:

Belief

Respect

Ambition

Virtue

Equity

In order to promote these values we will use rights based language when discussing behaviour with children.

For example, ‘You were making silly noises in class this morning. As a result you did not finish your work and put other people off who sit around you. **You did not show respect for your own or your classmate’s right to a good education and you must change that by working quietly when completing work. Do you understand how to change this behaviour?** If you need help I will support you but you must let me know.’

The pupils should be encouraged to explore the meaning of the school values. These can be discussed during the circle time and reviewed each term. Younger children could illustrate these values.

The senior management team will discuss positive behaviour at assemblies each term and as appropriate.

**Encouragers**

The use of rewards can be one of the most effective ways of achieving better behaviour in pupils. Rewards must be valued by the pupils and it must be earned fully by them. A smile or a simple word of praise is a very effective encourager which should be used at every opportunity. *Remember it takes at least 5 positives to counteract 1 negative!*

* positive comments
* stickers
* written comments
* ‘well done’ slips
* Notes to parents
* Certificates
* Telephoning parents
* House points
* A special task
* Whole class reward

**House points and Stickers** given to children who exhibit effort at schoolwork or who display kind, caring behaviour such as being thoughtful, having good manners, being helpful, trying to improve etc.

**Incentive stamps/Positive comments,** which are entered in children’s work jotters on a regular basis.

**Individual Target Sheets:** used to support children and their families deal with and change more challenging behaviour. This strategy is used in collaboration with parents and learners and forms part of a collaborative, restorative approach to promoting good behaviour.

**Head Teacher and Depute Head Teacher Stickers** given by SMT for above described behaviour.

**Certificates:** Children may take these home or insert into their achievement folder to form part of their on-going profile

Recognition for effort could be awarded for the following:-

**Work** Planning

Research skills

Content

Presentation

Improvement at own level

**Attitude** Listening to teachers instructions

Enthusiasm

Working well with others

Manners

Encouraging others to keep the rules

Friendliness

Leadership

Using incentive

Co-operating with others

**Good to be Green**

**Recognition and Consequences**

Alongside a focus on recognising positive behaviour, our approaches are underpinned by the principles outlined in The Children’s Charter and in Bannerman Learning Community’s Fit For Life charter which develops in young people the understanding that with rights come responsibilities. At every stage in the school children and their parents are involved in discussions about behaviour which focus on this principle and develop the understanding that for every human behaviour there is a consequence.

All children start each session on green. The following system should be applied to manage change negative classroom behaviour:

**Start on Green**

1. **Non-verbal warning** Gesture

Look

Position in relationship to pupil

**2. Verbal warning** Remind child of ‘choice’ re behaviour

Quiet instruction to do right behaviour

**3. Verbal/Visual warning** The child’s card is changed to yellow until break time. Teacher will hold a private restorative conversation and give the child clear steps on how to improve his/her behaviour. The child’s card can then be returned to green.

4. **Contact parent by text** If similar behaviour continues, then repeat the above process. If a visual warning is issued again report it by email to a member of SMT who will contact parent by text that day.

**Seriously disruptive behaviour**

Very rarely a child may exhibit behaviour which merits being placed in red immediately by their teacher. This would include aggressive and violent behaviour towards an adult or child which the teacher assesses needs an immediate sanction. This would normally be accompanied by referral to HT or DHT who would then arranged meeting with the child’s parents. If appropriate a behaviour chart may be a result of these meetings to support the child in not repeating the behaviour. Often, the trigger for the behaviour is identified during restorative conversations and the child can then be supported to deal with these triggers.

**Promoting Positive Playground Behaviour**

Our school now has a well-established policy on promoting positive play. Our P6 class undertake buddy training and out DHT has established a rota for peer mediation support. Sports leaders organise games and equipment and support each other to collaborate and resolve conflict in a positive way. In recognition of the different styles of learning and to ensure inclusion our playground has designated areas which have been painted for ball games, skipping, rounders, free play and a quite area. We also have a garden area and sports pitch in the upper playground.

Support for learning workers play an integral role in implementing this policy and all have a clear remit for supporting our playground. They apply the same process described above by warning children about offending behaviour, offering distractions and buddies and suggesting alternative games or groups to play with. However, when this does not change behaviour our SFLWs will direct pupils to play in the quiet area under close supervision and report this to HT/DHT who will decide on any further appropriate action. Sometimes further action will involve staying inside and almost always involve a conversation with parents/carers.

**Procedures**

**Warnings**

If a child is behaving inappropriately then all staff should follow the procedures below:

* As many strategies as the teacher thinks appropriate to encourage good behaviour.
* A verbal warning/s
* Final verbal warning
* Asked to go to the quiet area to play under supervision.

If the behaviour warrants it, the verbal warning can be missed out and the child can be asked to report to SMT.

**Stage Intervention linked to behaviour**

A four stage intervention process is in place across the school.

STAGE 1

* If a child requires a text sent home this will be recorded by DHT through the schools behaviour tracker. If this becomes regular (more than twice in a term) it would be recorded and a meeting would be made with the child and their parents. The child would most likely move to stage two and intervention strategies would be put in place to support the child.
* HT and ASNC will be available for advice and suggested strategies during this procedure.

STAGE 2

Stage 2 will come into operation only when stage 1 is not working and the classroom teacher has tried and documented various strategies. It is stressed that teachers should use their professional judgement in this matter. Procedures will include the following –

* Consultation between DHT and teacher
* Consultation between DHT and child
* DHT/HT and CT meet with parent and if appropriate agree short term targets to be recorded on behaviour monitoring sheet or personal support plan. This decision is dependent on analysis of the triggers for the behaviour
* DHT/HT to liaise with learner parent and class teacher over three week period
* HT should be actively involved at this stage.
* SIIM referral may be made at this time

STAGE 3

If strategies adopted in stages 1 and 2 are not working for the child stage 3 will be implemented.

Very unhappy, confused, angry or sad children suffer deeply and deserve to receive appropriate support to help them cope with mainstream education. The following procedures should be followed:

* Parents and outside agencies (with parents’ consent) must be actively involved – **consultation may be sought with EP or referral to Speech and Language Therapy or other relevant agency sought**
* If parents refuse inclusion of outside agencies e.g. Educational Psychologist, this will be formally noted in writing and parents informed
* Written account of meetings involving above will be recorded in Pastoral Notes
* Childs PRF updated following all communication or incidents
* Class teacher, DHT and other interested parties compile an ASP
* Implementation and review of wellbeing assessment
* JST referral may be made at this time

**STAGE 4**

Following Management Circular 8 procedures for exclusion may be put into operation. A copy of MC8 exclusion procedures is available from the council website.

**One off incidents warranting immediate referral to senior staff:**

racial abuse;

extreme verbal abuse;

extreme physical violence;

extreme forms of bullying

It is stressed that teachers use their professional judgement in these matters.

Management decisions regarding the above are final. These will include notifying parents of the incident.

The Head Teacher may become involved at any stage of the intervention programme but always should stage 4 become necessary.

**Involving Parents**

A key feature of any behaviour policy is to give feedback to and seek, appropriate assistance of, the parents. Parents have the right to be informed about the welfare and behaviour of their children and their support can be beneficial.

Parents should be informed about their child’s work and behaviour through:-

* Letters home
* Homelearning
* House points
* Class certificates or awards
* Support staff awards
* Monthly certificates
* Telephone calls from teacher or SMT
* Behaviour management meetings
* ASN meetings
* Open afternoons
* Parents nights
* Annual reports

At Garrowhill Primary parents are expected to model a respect for learning and participate actively in their children’s educational experience by:

* Taking responsibility for their child’s behaviour and supporting the school by working in partnership in order to improve their child’s conduct
* Attending school events
* Making every effort to provide a regular time and space for children’s reading and out of school study (homelearning)
* Communicating with the school concerns and relevant information about their children (separations, serious illnesses and other crises which may increase the need for special sensitivity on the part of school staff)
* Requesting and being available for meetings with school staff as needed
* Ensuring regular and prompt attendance

Parents are encouraged to enter Home/School agreement which highlights these responsibilities during the initial parents workshop.

**Involving Pupils**

“If people are to engage with improvement strategies, they may feel a sense of ownership as a result of having had a hand in forming them” ( Better Behaviour – Better Learning)

In order for this policy to work to its full potential, it is essential that all the pupils learn to take responsibility for their own behaviour. Here at Carmyle the children are often reminded that they have a choice about how they behave and that the result of that choice will have consequences i.e. rewards and sanctions. Should they choose to make the right choice they are rewarded but if the wrong choice is made there will be consequences.

**Pupils Responsibilities**

* Follow the code of conduct linked to schools values
* Be polite to **all** staff and visitors
* Treat each other courteously
* Always challenge yourself
* Respect yours and others property

Garrowhill Primary strives to involve the pupils in decision – making about aspects of school life in the following ways:

* Circle time
* House Captain meetings
* House Committee meetings
* Rota Kids Events
* School Parliament meetings

Opportunities are provided for senior pupils to take responsibility for monitoring and mentoring junior pupils.

These mechanisms should allow for consultation and active participation on a range of issues. At all stages, a full chronology of event should be recorded using Pastoral Notes within Seemis and updating the young persons PRF.

Above all, staff in our school recognise that the children must feel valued and respected in order to behave positively. Growing and developing in today’s modern society can cause stress in young people and as a staff team we recognise the need to develop resilience in children to cope with the stresses. This is achieved through the Quality Circle Time Approach and the resilience training promoted in Bounce Back. All teaching staff must embed this approach in the planning of their health and well being curriculum.

**4. Quality Assurance**

The Promoting Positive Behaviour Policy will be monitored and reviewed regularly within the schools audit and review process.

Every teacher will meet HT/DHT at the during each planning block and leaner progress will be tracked. Children who have additional needs will have their Personal or Group support plans reviewed at this stage and impact on all strategies implemented to improve outcomes will be measured and next steps decided. During track meetings, the class teacher and HT/DHT will decide if further intervention, assessment or partnership working in necessary and revised targets will be recorded. A record of these meetings is kept in HT’s Quality Assurance File. Learner progress is also tracked through our profiling procedures in children’s writing, reading, maths profiles, in their learning plans and using on-line profiling tool in My Merit.