

# Positive Behaviour Policy

## Statement

In the North West Sutherland Schools (NWSS), we are on a journey to establish and maintain a rights respecting ethos across the school community in order to support our vision. Underpinned by 8 key values (safe, healthy achieving, nurtured, active, respected, responsible, included), we encourage all children, young people and adults to help one another develop positive relationships and behaviours and to avoid engaging in any actions/situations which could impact negatively on others.

North West Sutherland Schools are becoming Rights Respecting Schools and are currently applying for a Bronze Award, hoping to receive UNICEF's Recognition of Commitment accreditation by June 2019. We therefore adopt a restorative approach to behaviour management and the guidelines detailed within this policy are in line with the United Nations Convention on the Rights of the Child. This is a whole school policy and has been designed in consultation with children, staff, parents and stakeholders.

## Aims

By adhering to this policy NWSS will:

- value our agreed Vision, Values and Aims
- teach children about their rights and how actions can affect the rights of others, underpinned by the United Nations Convention on the Rights of the Child [https://www.highland.gov.uk/downloads/file/19358/anti\\_bullying\\_-\\_guidance\\_for\\_schools](https://www.highland.gov.uk/downloads/file/19358/anti_bullying_-_guidance_for_schools) and in line with Getting it Right for Every Child; Scotland's national approach for improving outcomes for learners <https://www2.gov.scot/resource/doc/1141/0065063.pdf>
- encourage children to demonstrate positive behaviour through our SAFE & RESPECT acronyms.
- recognise positive behaviours and celebrate children's efforts, achievements and successes
- expect that good behaviour is modelled by all adults within the school community and that they treat others with respects and share NWSS's vision for building positive relations
- value parental partnerships, support and understanding in finding fair solutions to behaviour issues.
- encourage early involvement of parents in supporting the rights of the child and positive behaviour
- ensure a consistent, fair and sensitive approach to behaviour management, acknowledging that children are individuals, have varying needs and therefore, may benefit from differentiated interventions/support
- establish a shared understanding of degrees of inappropriate behaviour/language and clear guidelines for dealing with and managing these, detailed within our staged response model
- demonstrate that consequences are fair, just and respect a child's dignity
- follow Highland Council's Anti-Bullying policy for defining, preventing, communicating, responding and reporting bullying behaviours [https://www.highland.gov.uk/downloads/file/19358/anti\\_bullying\\_-\\_guidance\\_for\\_schools](https://www.highland.gov.uk/downloads/file/19358/anti_bullying_-_guidance_for_schools)

## **Our Expectations of NWSS Community**

### **Staff Expectations**

- To respect the rights of others
- To do what is best and fair for children
- To model rights respecting language and behaviours
- To help create a welcoming, supportive and safe environment
- To recognise and value the skills and abilities of all young people
- To highlight positive outcomes and respond to negative behaviour clearly and consistently, in line with NWSS's Positive Behaviour and Anti-Bullying policies

### **Pupil Expectations**

- To try their best and promote positive behaviour by displaying our school values
- To follow the expectations of the school acronyms & charters
- To respect the rights of others
- To understand that there are consequences to inappropriate/unacceptable behaviour
- To understand that staff look out for all children and aim to do what is best and fair for them- pupils should accept support/guidance where needed.
- To play an active role in our school community

### **What can Parent/Carers do to help?**

- Support the school behaviour policy
- Discuss expectations for displaying positive behaviour with their child/children
- Celebrate their child's efforts, achievements and successes
- Inform the school of achievements out with school
- Work in partnership with the school if they have any concerns about their child
- Encourage their child to discuss any problems/worries and accept support

## **Promoting Behaviour at NWS Schools**

At NWSS, we aim to create positive learning environments by promoting positive behaviour and believe that this is essential to enabling quality teaching and learning and to the delivery of the Curriculum for Excellence. Building and maintaining good teacher - pupil relationships is key here. The Curriculum for Excellence states that the curriculum 'cannot be delivered without good relationships and positive behaviour' and John Hattie's Visible Learning analysis reveals that teacher - pupil relationships has a considerable impact on children's learning.

## **Examples of How We Promote Positive Behaviour, Responsible Actions, Effort and Personal Achievement**

Examples include:

- praise
- high quality dialogue/feedback
- Pupil Profiling
- school displays eg values tree, reach for the stars
- certificates/awards at class/whole school level inc. green card system
- individual classroom reward systems inc. house points
- Twitter/Facebook
- Trophy display cabinet (High School)

- Restorative discussions
- Our North West Sutherland primary schools' acronym: **SAFE**

**S**how respect to each other

**A**chieving our best

**F**un and learning go together

**E**veryone looks after our school

- Our North West Sutherland high school acronym : **RESPECT**

**R**espect everybody

**E**quality

**S**upport

**P**ositivity

**E**ncouragement

**C**hoice

**T**reat everyone fairly

- Developing children's resilience - supporting the following outcomes
  - Positive behaviour
  - Improvements in health and wellbeing
  - A positive, supportive school culture
  - Improvements in learning outcomes

## **Rights Respecting Schools**

All members of staff will reinforce and celebrate positive behaviour at NWS Schools by modelling rights respecting behaviours, actions and language.

The following articles are reflected in NWSS's acronyms : SAFE & RESPECT

**Article 3** The best interests of the child must be a top priority in all decisions and actions made.

**Article 12** Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

**Article 13** Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law

**Article 15** Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

**Article 19** All must be done to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

**Article 28** Every child has the right to an education. Discipline in schools must respect children's dignity and their rights.

**Article 29** Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

**Article 30** Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

**Article 31** Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

### **Managing Inappropriate Behaviour**

A shared staged behaviours and responses chart clearly state what NWSS considers unacceptable behaviour and outlines possible support measures/consequences for such actions/language.

Restorative discussion/approaches are key as a positive behaviour strategy which help support children recognise the impact of their actions and identify ways to resolve conflict/make improved choices. However, we also recognise that pupils respond well to clear boundaries and consequences. Consequences are made clear to children and can be a part of the restorative process.

It is important to understand that some of our children in school will have additional support needs where their behaviour is affected by particular difficulties/challenges. We still require all children to try their best and follow our expectations for behaviour but strategies for managing behaviour will be tailored to the individual. For the majority of our pupils, consequences can be avoided through adult guidance, early intervention and good role modelling. If concerns about behaviour persist, parents/carers will be contacted, with the school working with them to plan support for their child's development.

<b>Staged Approach Behaviours</b>	<b>Possible Response/Consequence</b>
<p><b>Stage 1</b>            Low level, disruptive behaviours, which is beginning to impact on the rights of others            Name calling            Use of inappropriate language            Off task            Continuous chatting in class            Time wasting            Not listening            Shouting out            Poor manners</p>	<ul style="list-style-type: none"> <li>• Restorative Discussion</li> <li>• Teacher/PSA sanctions/systems e.g. warning, thinking time</li> <li>• Loss (or partial loss) of class reward system</li> <li>• Circle Time Discussion</li> <li>• Universal Support</li> </ul>
<p><b>Stage 2</b>            Repeated unacceptable behaviours/language (including consistent low level behaviours) after restorative approaches have been put in place but not had desired effect            Disruptive behaviour which is having a notable impact on the rights of others            Use of inappropriate language (including swearing)            Spitting            Disrespect to staff, peers or property            Intentional physical contact e.g. pushing, kicking, hurting            Leaving the classroom without prior permission</p>	<ul style="list-style-type: none"> <li>• Restorative Discussion</li> <li>• Contacting Parents/Carers</li> <li>• Senior management involvement</li> <li>• School-based meeting with parents/carers</li> <li>• Targeted support</li> </ul>
<p><b>Stage 3</b>            Ongoing unacceptable behaviours/language after Stage 2 approaches have been put in place but not had the desired effect            Disruptive/disrespectful behaviour which is having a significant impact on the rights of others (children/adults)            Vandalism            Persistent, targeted name calling            Discriminatory behaviours, language or actions            Severe, intentional physical contact            Theft/stealing            A sudden, unexpected, serious incident            Bullying behaviours</p>	<ul style="list-style-type: none"> <li>• Restorative Discussion</li> <li>• GIRFEC meetings (may be a solutions focused meeting involving other agencies)</li> <li>• Individual Education Plan</li> <li>• Highland's Bullying Staged Guidance</li> <li>• Exclusion</li> </ul>

## **Restorative Practice**

Restorative discussions/approaches support pupils by helping them talk about their thoughts and feelings, take responsibility for their actions and develop skills in order to rebuild/repair relationships. These discussions often involve children affected by negative behaviours also, with staff supportively guiding dialogue and mediating.

**Questions we may ask during a restorative discussion are:**

**When things go wrong...**

1. What happened?
2. What were you thinking about at the time? What are you thinking now?
3. How do you think it made \_\_\_\_\_ (Name) feel?
4. How would you feel if it happened to you?
5. What do you think you need to do to repair the harm/to put things right?

**When someone has been harmed...**

1. What happened?
2. How did it make you feel? How are you feeling now?
3. What has been the hardest thing for you?
4. What do you think has to happen to make things right?

## **Bullying**

Bullying in any form is intolerable and unacceptable. Parents/carers, pupils and teachers have a responsibility to work in partnership to maintain a high standard of behaviour and an environment free from bullying behaviour.

Bullying takes place when the actions of an individual or group of people cause harm to someone by taking advantage of an imbalance of power within a relationship (whether perceived or real).

Bullying behaviour is abusive. Bullying behaviour is often displayed as a result of past experiences which affect and impact on current actions. Bullying can be verbal, physical, mental/emotional or cyber. It can be intentional or unintentional, direct or indirect, persistent, or a one off incident.

People who experience bullying behaviour feel vulnerable and/or socially isolated. NWSS promotes consistency of **response** to instances of bullying behaviour using the 6 step approach:

1. Record the Incident
2. Speak to the individuals involved having frank and honest dialogue
3. Speak to parents
4. Utilise Restorative approaches
5. Monitor the situation
6. Review and increase response accordingly

NWSS follows Highland's Anti Bullying Guidance for preventing, communicating, responding to and reporting bullying behaviours. Please see [https://www.highland.gov.uk/downloads/file/19358/anti\\_bullying\\_-\\_guidance\\_for\\_schools](https://www.highland.gov.uk/downloads/file/19358/anti_bullying_-_guidance_for_schools)

### **Policy Review**

Evaluation of this policy will focus on the impact of its defining principles.

Impact may be measured through:

- Data
- Pupil discussions, feedback and experiences
- Gathering the opinions of staff members, parents and carers

This policy will be reviewed at least every 3 years.