

Promoting Positive

Behaviour

**Scotstoun Primary School**

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 full potential whilst in our care. It has been informed by a range of key national and local documents in particular Glasgow City Council’s revised Additional Support for learning policies, ‘Every Child is Included’ (2009), GIRFEC, etc.

Our school policy outlines how Scotstoun Primary School will

* educate the whole child and develop their personal and social skills to ensure their own wellbeing 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 learners, 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 an 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.

1. **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.

We use strategies to create an engaging and empowering climate for learning and to promote relationships built on mutual trust and respect.

Opportunities for pupil voice and engagement include sharing learning outcomes and success criteria, House System, JRSO, HealthKidz, Pupil Council, learning conversations, learning logs and targets, sharing the learning events and enterprise.

**Our School Vision**

Scotstoun Primary School is committed to promoting diversity and global citizenship and to equipping pupils with the skills to meet challenges of the 21st century. By delivering a curriculum that promotes skills for life encompassing literacy, numeracy, ICT and health and well-being: along with independence, responsibility and motivation.

**Our School Aims**

To recognise and develop every child’s potential across the curriculum and to maximise achievements in all areas, particularly in literacy and numeracy.

To encourage and develop the expertise of staff and to provide a stimulating learning environment for all school users.

To provide a curriculum and ethos which promotes inclusion, health, welfare and equal opportunities for all.

We aim to foster respect, good citizenship skills and attitudes within our school, working in partnership with parents, pupils and the wider community.

**Our School Values**

Respect

Learning

Community

Happiness

**Curriculum for Excellence**

Curriculum for Excellence aims to help prepare children and young people with the knowledge and skills they need in a fast changing world. As part of Curriculum for Excellence all children from pre-school to the end of S3 will receive a rounded education known as a Broad General Education(BGE). Curriculum for Excellence is all about bringing real life into the classroom and taking lessons beyond it.

Through the experiences we provide at Scotstoun Primary School we want our children to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. We are committed to providing children with a broad general education and focus on eight curriculum areas.

|  |  |  |  |
| --- | --- | --- | --- |
| Expressive Arts | Health & Wellbeing | Languages | Mathematics |
| Religious & Moral | Sciences | Social Studies | Technologies |

Progress in learning is indicated through curriculum levels as detailed below.

|  |  |
| --- | --- |
| **Level** | **Stage** |
| Early | The pre-school years and P1 or later |
| First | To the end of P4, but earlier or later for some |
| Second | To the end of P7, but earlier or later for some |
| Third & Fourth | S1-S3, but earlier for some |

Expressive arts: The inspiration and power of the arts play a vital role in enabling our children and young people to enhance their creative talent and develop their artistic skills.

Health and wellbeing: Learning in health and wellbeing ensures that children and young people develop the knowledge, understanding and skills which they need now and in the future to help them with their physical, emotional and social wellbeing.

Science: Science and its practical application in healthcare and industry is central to our economic future, for our health and wellbeing as individuals and as a society.

Social Studies: Through social studies, children and young people develop their understanding of the world by learning about other people and places both past and present, societies, their beliefs and values.

Religious and moral education: Religious and moral education includes learning about Christianity, Islam, Judaism and other world religions, and supports the development of beliefs and values.

Languages: Knowing other languages and understanding other cultures is a 21st century skill set for students as they prepare to live and work in a global society. We teach French from P5 toP7 and introduce Gaelic across the whole school.

Mathematics: Mathematics equips us with the skills we need to interpret and analyse information, simplify and solve problems, assess risk and make informed decisions.

Technologies: The range of subjects in technical education has changed significantly over the last two decades and now includes craft, design, engineering and graphics.

There will be opportunities throughout the year for parents and carers to learn more about aspects of the curriculum and to be consulted about significant changes if appropriate. We hold information evenings in August/September and send home the curricular outline leaflet for each class in early September. Parents also engage through sharing the learning events, class pages on the school website and their child’s learning logs.

**Our Golden Rules and Golden Time**

* Do be kind and helpful, don’t hurt anybody.
* Do work hard, don’t waste time
* Do listen to people, don’t interrupt
* Do be honest, don’t cover up the truth
* Do look after property, don’t waste or damage things

We use a Consequences Approach to ensure consistency across all stages for keeping the Golden Rules and any loss of Golden Time.

(Some of our children with additional support needs and have alternative behaviour support plans, as the Goldren Rules and Golden Time system is not appropriate for their needs.)

**House System**

We have 4 houses: Fish (red), Bell (yellow), Tree (green), Bird (blue). Each child is in a house and can earn house points from all staff, visitors, in class, in the playground, in dinner etc. Points are awarded for:

Citizenship – manners, attitude, community involvement, representing the school, relationships with others

Achievements – outstanding work, meeting targets, outside achievements, homework, test results

Behaviour – improved behaviour, consistently good behaviour, representing the school

Effort – consistently working hard, participating across all areas PE, playground, dinner school

The weekly totals are announced at assembly and each term the winning house has a treat. There is a house shield presented to the winning house in June each year.

**Teaching Approaches**

We use a wide range of approaches including play based learning, active learning, self-peer assessment, collaborative working, learning partners, sharing learning resources and success criteria, building on prior learning, outdoor learning and homework including research, challenges, literacy circles, reading chains and connect4 reading.

1. **Meeting Learning Needs through Staged Intervention**

Our school ensures 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 a 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.

**Stages 1 and 2**

Learning needs are met within establishment ( through differentiated learning plans, group work, target setting and learning logs).

**Stage 3**

Teachers, learning support assistants, Child Development Officers, visiting teachers and other professionals liaise regularly to provide a holistic approach to planning to meet needs through a Wellbeing Assessment & Plan.

**Stage 4**

A multi-agency approach is taken to plan for children and young people who are vulnerable. This will take the form of a Wellbeing Assessment & Plan or Co-ordinated Support Plan (CSP).

1. **Approaches to Positive Behaviour**

Within our school a range or approaches exist to promote positive behaviour based on improved relationships, engagement, motivation and emotional well-being. These include: (Restorative Practices, Growth Mindset, Nurturing Approaches, Lunchtime Play Club, Playground Games and our Buddy System).

1. **Quality Assurance**

The Promoting Positive Behaviour Policy is monitored and reviewed regularly and updated through the school’s self-evaluation and improvement planning process.

Appendix A

Glasgow City Council Promoting Positive Behaviour Policy

**1.**

**Introduction and Background**

1.1 This publication, ‘*Promoting Positive Behaviour’*, articulates our commitment to the inclusion of all children and young people and our belief that they should fulfil their full potential whilst in our care. It has been informed by a range of key national and local documents in particular, Glasgow City Council’s revised Additional Support for Learning policy, ‘*Every Child is Included’*(2009).

1.1.1 Glasgow City Council’s expectation is that all children and young people, including those who come from vulnerable families and require significant input form partner agencies, will become successful learners, confident individuals, responsible citizens and effective contributors.

1.1.2 It is essential that all establishments and services recognise, endorse and share the same core values and principles and that these are reflected in and underpin the creation and maintenance of a supportive ethos and climate for all young people in every establishment.

1.2 Values

1.2.1 The expectation that all Glasgow City Council establishments will create a positive, supportive and encouraging ethos, allowing for improved relationships and behaviour, underpins the outcomes in a Curriculum for Excellence and success in learning.

1.2.2 All children and young people will experience a safe, nurturing and stimulating learning environment. Through a supportive ethos built on partnership and strong relationships, they will be encouraged to have high expectations of themselves and others, to reach their full potential and make a positive contribution to their community.

1.2.3 Values of respect, trust, fairness and equality will be promoted and shared within each establishment and its wider community. Inclusion and celebration of diversity are central to our work with children and young people. Establishments will work in partnership with the wider community to seek and expect the highest standards and aspirations for all children and young people.

1.2.4 In all educational establishments, an ethos of positive behaviour and mutual respect will be encouraged, all members will be valued and entitled to the respect of others, both within and outwith the formal learning environment. A stimulating and challenging learning environment will be created for children and young people in the recognition that this is key to effective learning and teaching. In this environment, staff will consistently promote positive behaviour and provide opportunities for children and young people to experience success.

1.2.5 Children and young people will be encouraged to take responsibility for their learning, behaviour and achievement and to contribute effectively to their learning community. Establishments will maintain a positive ethos and create an environment which allows them to develop into responsible young citizens.

1.2.6 The important role of parents/carers in their children’s learning is fully recognised. We make a firm commitment to them that we will work in close partnership to support children and young people.

1.3 Key Principles

1.3.1 Glasgow City Council is committed to the following key principles:

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

1.4 Ethos

1.4.1 An ethos of inclusion, equality and fairness is essential to the promotion of positive behaviour. There should be 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 can be identified by certain characteristics:

* An engaging and empowering climate for learning
* Relationships built on mutual trust and respect
* Staff support.

1.4.2 An engaging and empowering climate for learning is essential for promoting positive behaviour.

A sense of order and security is promoted at all times within an environment which is welcoming and calm, with a layout conducive to learning. Where the learning climate is positive, staff trust young people and give them responsibility. The importance of consistent application of establishment rules is emphasised. Effective planning ensures and appropriate, flexible and differentiated curriculum which meets learning needs. Glasgow City Council’s revised ASL Policy, ‘Every Child is Included’, confirms the Council’s commitment to inclusion and embraces the wider additional support needs of children and young people. A staged intervention approach is adopted, with the responsibilities of all staff in supporting the learning of all children and young people recognised. Learning and teaching approaches should enhance the experience, achievement and attainment of our most vulnerable children and young people. Learners’ interests and prior knowledge and experiences should be considered. A wide range of formative strategies should be incorporated into challenging, stimulating activities so that children and young people are motivated to take ownership of progress in their learning. Collaborative and cooperative approaches promote quality social interaction between children and young people. A suitable balance of class, group and individual learning opportunities should be offered to accommodate a range of learning styles. Children and young people should also benefit from a programme in which positive behaviour strategies are taught explicitly.

1.4.3 Relationships built on mutual trust and respect are fundamental to promoting positive behaviour.

High quality personal interaction between all members of the learning community, including parents/carers and partner agencies should be evident, so that all feel respected, included and valued. Parents and carers feel welcomed by establishments and encouraged to participate in their children’s learning. Staff interactions with children and young people should show that they have a good understanding of their learning, interests and development. High expectations are shared within trusting, friendly and open relationships. With the provision of a high level of support for all, children and young people flourish in a safe environment where everyone understands their responsibilities for their care, health and well-being.

1.4.4 Staff Support

Opportunities to participate in a continuous professional development programme should be offered to allow staff to develop appropriate skills. Glasgow City Council’s Glasgow Online intranet site supports continuous professional development in learning and teaching for all staff. More information on classroom climate can be found on *The Teachers’ Toolkit*. A Continuous Professional Development Framework is currently being developed to support children and young people with social, emotional and behavioural needs.

**2.   
Meeting Learning Needs through Staged Intervention**

2.1 Glasgow City Council’s revised Additional Support for Learning Policy, ‘*Every Child is Included*’ (2009) which embraces the Education (Additional Support for Learning) (Scotland) 2004 and the Education (Additional Support for Learning) (Scotland) 2009, makes clear the Council’s commitment to meeting the wider additional support needs of all children and young people. Many children or young people may require additional support, at some or all stages of their school careers, to ensure that barriers to learning and achievement are addressed.

2.1.1 Barriers to learning are many and complex and can include:

* The learning environment
* Family circumstances
* Disability or health needs
* Social and emotional factors.

2.1.2 Early intervention and a co-ordinated approach by education, social services and health services are essential to address these barriers, thus allowing the most vulnerable children, young people and their families in particular, more choices and chances to achieve. Parents and their children will benefit from a multi-agency approach where professionals work in partnership to develop one integrated plan to meet the needs of the child and family. Planning to meet needs is based on the simple cycle of identifying and assessing, planning together, taking action, reviewing and identifying points for action.

2.2 The Staged Intervention Model

**3.  
Approaches to Positive Behaviour**

**Stage 1 and 2**  
Learning needs are met within establishments; planning may take the form of personal, group or class plans.

**Stage 3**   
Teachers, support for learning staff, pupil support assistants, child development officers, visiting teachers and other professionals liaise regularly to a provide a holistic approach to planning to meet needs through an Additional Support Plan (ASP).

**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).

3.1 A range of systematic approaches exists to promote positive behaviour based on improved relationships, engagement, motivation and emotional well-being. Successful implementation of these approaches already exists in many Glasgow City Council establishments.  
Systematic approaches include:

* Solution Oriented Interventions and Approaches
* Restorative Approaches
* Motivation-based approaches
* Being Cool in School (emotional literacy/pro-social approaches)
* Nurture Groups and Nurturing Approaches
* Creating Confident Kids
* Framework for Intervention
* Towards Emotional and Social Health and Wellbeing
* Confident Staff, Confident Children
* Building Positive Relationships
* Promoting Positive Behaviour for Early Career teachers.   
  (‘Included, engaged and involved’, Scottish Govt., 2011.)

3.2 Within the ASL sector, specific ASL establishments already have in place appropriate frameworks of intervention which ensure consistent and coherent approaches to the promotion of positive behaviour, These frameworks are consistent with, and embedded within, the principles of staged intervention.   
These include:

* Therapeutic Crisis Intervention (TCI)
* Crisis and Aggression Limitation Management (CALM).

3.3 Easily accessible support materials will provide advice and support to classroom and playroom practitioners in supporting positive behaviour.

**4.  
Roles and Responsibilities**

4.1 The learning community

4.1.1 Effective learning and teaching takes place within a classroom/playroom climate where teachers/child development officers/support staff are able to create am engaging and empowering climate for learning, where children and young people display motivational energy and where high expectations of achievement and attainment permeate the life of the establishment. It is the responsibility not only of the classroom teacher/child development officer/support staff to help create such conditions within the classroom/playroom, but also of support staff, senior managers, parents and indeed children and young people themselves. Parents should encourage their children to engage positively and endorse the shared values which permeate the learning community. Emerging from these values, is the clear responsibility of senior managers, staff, children and young people and parents to promote positive relationships which result in high standards of behaviour, tolerance and respect for others. In doing so, children and young people can be helped to maintain their position at the heart of the curriculum and at the centre of learning and teaching.

4.1.2 The importance of close working relationships and a clear understanding of the complementariness and consistency of the various contributions of all staff and parents working together cannot be overestimated and provides the only and essential platform for quick and effective intervention. Clear, honest and effective communication must underpin actions.

4.2 Senior managers will:

* Ensure the implementation of local and national policy in a manner which leads to enhanced provision and practice within the establishment/service where all staff are clear about their roles and responsibilities
* Create a climate of mutual respect and of feeling valued, where achievement is celebrated
* Ensure equality and fairness, tolerance and understanding in a consistent manner
* Engage all staff in developing an ethos of achievement by promoting positive behaviour within an agreed system of rewards and sanctions
* Help identify the needs of children and young people and provide a high level of support, as appropriate within Glasgow City Council’s model of staged intervention, allowing them to grow and flourish in a safe environment.
* Collaborate with external professionals and engage with parents/carers in ensuring the best possible supports tailored to meet individual needs of children and young people.
* Provide access to appropriate CPD opportunities to support all staff as they work with children and young people to realise their potential.
  1. Middle managers will:
* Enshrine the principles of Promoting Positive Behaviour

1. **Consequences Levels**

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| **Level 1 (Formal Warning followed by loss of golden time if behaviour repeated)** | **Level 2 (automatic loss of golden time- suggested time 5mins)** | **Level 3 (Loss of Golden Time & DHT/HT informed- suggested time 10mins)** | **Level 4 (Loss of Golden Time, DHT/HT & parent involvement)- suggested time 10/15mins)** |
| Not following instructions | Unkind comment | Deliberate name calling or threatening language. | Persistent name calling |
| Unsafe movement around the school and classroom. E.g misbehaving in line and swinging on chair. | Rough play/ pushing in line | Deliberate rough unwanted physical contact | Deliberate aggressive unwanted physical contact/fighting |
| Talking when someone else (adult and child) is talking. | Answering back to adult in cheeky manner. | Arguing with an adult | Shouting at/speaking aggressively to an adult  Refusing to accept decision made by adult. |
| Distracting others | Deliberately not looking after property or damaging property. | Deliberate vandalism of school/others’ property. | Deliberate vandalism of school building or serious damage to property of school/others |
| Making silly/inappropriate noises | Telling a lie but admitting it straight away | Telling a lie to an adult | Continuous/serious lie telling which results in a great loss of teaching and learning for self/others. |
| Borrowing or touching items without permission | Keeping found property | Deliberately stealing school/others property. | Repeatedly stealing school/others property. |
| Chatting | Using inappropriate language. | Using offensive language or swearing around others | Directing inappropriate language or swearing at another person. |
| Fidgeting |  | Deliberately insulting/ridiculing others | Persistently insulting/ridiculing others |
|  |  |  | Acts of racism/sectarianism |
|  |  |  | Acts of bullying behaviour |

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| --- | --- | --- | --- |
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| Distracting others | Deliberately not looking after property or damaging property. | Deliberate vandalism of school/others’ property. | Deliberate vandalism of school building or serious damage to property of school/others |
| Making silly/inappropriate noises | Telling a lie but admitting it straight away | Telling a lie to an adult | Continuous/serious lie telling which results in a great loss of teaching and learning for self/others. |
| Borrowing or touching items without permission | Keeping found property | Deliberately stealing school/others property. | Repeatedly stealing school/others property. |
| Chatting | Using inappropriate language. | Using offensive language or swearing around others | Directing inappropriate language or swearing at another person. |
| Fidgeting |  | Deliberately insulting/ridiculing others | Persistently insulting/ridiculing others |
|  |  |  | Acts of racism/sectarianism |
|  |  |  | Acts of bullying behaviour |
|  |  |  |  |