

Arnage School



A Policy for Promoting Positive Behaviour (Including Anti-Bullying)

Contents

Part 1: Background and Context

- What is behaviour?
- Aims
- Rights
- Responsibilities

Part 2: Encouraging Better Relationships, Better Learning, Better Behaviour

- Golden Rules
- Encouraging positive behaviour
- Rewarding positive behaviour
- Restorative and Solution Orientated Practices
- Being Cool in School

Part 3: Inappropriate behaviour

- Consequences
- Bullying
- Challenging and/or violent behaviour
- Recording and Monitoring

Part 4: Staged Intervention

- Partnership Working
- Multi Agency Action Plan (MAAP)
- Aberdeenshire Staged Intervention Supporting Teaching (ASSIST)

Appendices

- Appendix 1 – Arnage Vision, Values and Aims
- Appendix 2 – Wellbeing (GIRFEC and the Health and Wellbeing Indicators: SHANNARI)

References and Other Reading

Part 1: Background and Context

'Developing good relationships and positive behaviour in the classroom, playground and wider community is essential for creating the right environment for effective learning and teaching. Where children and young people feel included, respected, safe and secure and when their achievements and contributions are valued and celebrated, they are more likely to develop self-confidence, resilience and positive views about themselves. This applies equally to all staff in the learning community. '

Better Relationships, Better Learning, Better Behaviour 2013

Within Curriculum for Excellence (CfE) all staff are expected to be proactive in promoting positive relationships and behaviour in the classroom, playground and the wider school community. There are specific experiences and outcomes in Health and Wellbeing which are the responsibility of all practitioners, who have a role in:

- establishing open, positive, supporting relationships across the community, where children and young people will feel that they're listened to, and where they feel secure in their ability to discuss sensitive aspects of their lives;
- promoting a climate in which children and young people feel safe and secure;
- modelling behaviour which promotes health and wellbeing and encouraging it in others;
- using learning and teaching methodologies which promote effective learning;
- being sensitive and responsive to the wellbeing of each child and young person.

What is behaviour?

Behaviour is a response of an individual or group to an action, environment, person or stimulus. At Arnage we recognise that CfE cannot be delivered without good relationships and positive behaviour.

"The starting point for learning is a positive ethos and climate of mutual respect and trust based upon shared values across whole school communities where everyone can learn and work in a safe and peaceful environment."

Building the curriculum for excellence through positive relationships and behaviour, 2009.

Aims

- To create a positive, caring, calm and purposeful atmosphere where all pupils will learn, are motivated and challenged.
- To work in partnership with parents, pupils and other agencies to maintain and build good relationships, prevent bullying and promote the well-being of all children.
- To be consistent and fair in our approach to managing behaviour.
- To encourage pupils to recognise that they have the responsibility to make a choice in their behaviour within the established rules, rewards and consequences.

Context of Policy

This policy has considered the Aberdeenshire policies and guidelines as well as the document 'Better Relationships, Better Learning, Better Behaviour' document on promoting positive relationships.

At Arnage we acknowledge that a nurturing ethos, and positive behaviour management, are key to providing an effective learning and teaching environment. Our policy has been founded within the aims and principles of 'A Curriculum for Excellence' and 'Getting it Right for Every Child' (GIRFEC). It will help us to deliver our school Vision, Values and Aims **(see Appendix 1)**.

Rights

"Children have the right to a good quality education. This education should help them use and develop their talents and abilities. It should also help them to live peacefully, protect the environment and respect other people."

UN Convention on the Rights of the Child.

Pupils

- To be able to enjoy their learning.
- To be treated with respect.
- To be listened to.
- To feel safe.

Staff

- To enjoy the teaching and learning environment in which they work.
- To be treated with respect.
- To be listened to.
- To feel safe.

Parents/Carers

- To know that their children are safe and happy.
- To participate in positive communication with the school.
- To be treated with respect.
- To be listened to.

Part 2: Encouraging Positive Behaviour and Achievement

“Developing good relationships and positive behaviour in the classroom, playground and wider community is essential for creating the right environment for effective learning and teaching. Where children and young people feel included, respected, safe and secure and when their achievements are valued and celebrated, they are more likely to develop self-confidence, resilience and positive views about themselves. This applies equally to all staff in the learning community.”

Better Relationships, Better Learning, Better Behaviour 2013

The ethos and culture of Arnage is the foundation in which we build a supportive, inclusive and peaceful learning environment. This positive ethos can be further developed through our whole school behaviour approach.

GOLDEN RULES (SCHOOL RULES)

We aim to provide a safe and pleasant environment for all the community, where individuals are treated with respect and consideration. To make this possible pupils are asked to obey the following rules.

1. We are gentle. We don't hurt others.
2. We are kind and helpful. We don't hurt anybody's feelings.
3. We listen. We don't interrupt.
4. We are honest. We don't cover up the truth.
5. We work hard. We don't waste our own or others' time.
6. We look after property. We don't waste or damage things.

These rules allow the creation of a positive ethos, peaceful learning environments, improved relationships and positive behaviour at Arnage School. This ensures that our pupils are included, engaged and involved throughout their school careers. They are kept very simple intentionally so that they are easy to understand, remember and refer to.

Responsibilities

It should be recognised that all parties have responsibilities for a child's education to ensure all of their needs are being met.

Pupils

- to behave in a manner which allows others to reach their full potential.
- to treat others with respect .
- to listen to others .
- to allow others to feel safe.
- to follow our School Rules, and any individualised behaviour programme.

Staff

- to be aware of current and relevant documentation, including policies, and the range of strategies, and sources of advice, but also of the many factors which influence behaviour and are out with our control.
- to treat pupils fairly and with respect and pay regard to confidentiality.
- to establish open, positive, supporting relationships across the community, where pupils will feel that they are listened to, and where they feel secure in their ability to discuss sensitive aspects of their lives.
- to promote a climate in which pupils feel safe, secure and stimulated.
- to model behaviour which promotes health and wellbeing and encourages it in others.
- to use learning and teaching methodologies which ensure that all children's needs are being met.
- to be sensitive and responsive to the wellbeing of each child and young person and to be realistic with regard to the rate of change in pupil's behaviour.
- to have high expectations for children's learning and achievement.
- to work collaboratively with colleagues and to share ideas and seek support and advice.
- to keep parents/carers informed of their child's educational, personal and social development, including issues relating to behaviour. This includes interagency meetings, annual parents' meetings and reports but there may be occasions when the class teacher or head teacher has a concern and so contact will be made with parent/carers.
- to apply this policy fairly and consistently.

Parents/Carers

- to take an active role in their children's education.
- to support the school in encouraging positive behaviour.
- to treat all staff and pupils in the school with respect and pay regard to confidentiality.
- to inform the school if they have any concerns relating to behaviour in the school; contact will be made in either writing (via homework diary, letter or email), telephone or at an organised meeting.

Encouraging Good Relationships and Positive Behaviour

At Arnage we use a variety of ways to promote and reward positive behaviour and achievement. This is not an exhaustive list but in order to encourage positive behaviour we may use some of the following or indeed other strategies too:

- **An inclusive ethos**, encouraging everyone to feel part of and proud of our school.
- **Buddies** – Buddies are older pupils who help the Primary 1s at the start of the year and mentor/support new pupils to the school.
- **Class seating plan** – Teachers may have seating arrangements in the classroom to support individual's behaviours and relationships.
- **Clear structures and expectations for all**
- **Dialogue** which builds relationships and encourages respect between all.
- **Encouraging Responsibility** – Citizenship Groups are used to encourage children to take on more responsibility in the life and works of the school and its community.
- **Health and Wellbeing Curriculum** – A wide range of resources, regularly updated.
- **Individual Educational Plan** – These are used to focus on targets, for a particular pupil, and how these can be achieved.
- **Intervention and Prevention** – A small amount of children may receive 1:1 or small group targeted support to help them improve their behaviour.
- **Motivating and challenging activities** to keep children focused.
- **Social Stories** – These are stories which are used to model a specific behaviour, often for an individual child.
- **Stories, drama and role-play** – These are used to provide a scenario to open up discussion on a behaviour or topic.
- **Use of Restorative Approaches** (detailed later in this policy).
- **Visual Timetables/targets** – Visual timetables/targets are used for whole class or specific individuals; these are updated weekly/daily and reflected on by both pupil and teacher.

Rewarding Positive Behaviour

- **Positive Praise** – Praise is used as positive reinforcement for specific behaviours. All staff 'catch' the children showing positive behaviour, praise them and discuss the positive impact this has on them and their learning.
- **Stickers**– may be used for specific behaviours of individual children to identify and celebrate achievements.
- **House Points** – may be used to reward an individual or a whole table for showing positive behaviour or a good work ethic.
- **Golden Time** – pupils can earn a less structured personalised activity at the end of the week. Time may be deducted if pupils have behaved inappropriately.
- **Achievement Lanyard** – Pupils receive cards for their lanyard to recognised wider achievements outside of school. These are celebrated termly in assemblies and contribute to house points.
- **Recognition of Achievement at Assemblies or community cafes**– e.g. showing of work, demonstration of skills, presentation of certificates etc.
- **Displays of work/achievements on notice boards** – as part of wall displays in either their classroom or another area of the school.
- **School Newsletters** – These are used to recognise and highlight achievements.
- **End of year certificates** – At the end of the year certificates are awarded to outstanding pupils who have made particular contributions in the areas of the four capacities and for other areas such as kindness, endeavour and sports.
- **Classroom activities** – Individual classes can establish individual programmes appropriate to their age groups. The early stages class for example use 'gems' as a method to encourage and reward positive contributions.

Restorative and Solution Orientated Practices

"Research has found that restorative practices can offer a powerful and effective approach to promoting harmonious relationships in schools and to the successful resolution of conflict and harm."

Improving relationships and positive behaviour in Scotland's schools, 2008.

Pupils and staff work together to achieve a common knowledge and understanding of emotions and feelings in order to have the emotional literacy necessary for restorative conversations where situations are resolved, and solutions agreed upon.

Restorative practices cover a range of strategies including:

- developing a restorative climate in school with activities such as peer support and circle time.
- developing restorative conversations when staff and/or peer mediators intervene in a situation.

Restorative practices:

- Build and repair relationships.
- Develop and maintain mutual respect.
- Preserve a sense of belonging and strengthen community ties.
- Ensure everyone is given a voice and feels heard.
- Empower those with conflict to resolve it for themselves.
- Ensure accountability.
- Develop empathy and conscience.

These restorative practices ensure that children feel safe, they belong, are respected and have valuable positive relationships with others.

Restorative approaches ensure that the person who is showing undesirable behaviour acknowledges responsibility for this and takes steps to repair harm. Through using restorative language this then allows the child to understand, manage and reflect on their own behaviour.

Part 3: Inappropriate Behaviour

Despite the best efforts of all, incidents of unacceptable behaviour or bullying can still occur. These behaviours may vary from consistent low level disruption to actions which may merit exclusion from school. Pupils or parents/carers should report incidences which they feel staff should be aware of, to a member of staff, as soon as possible to ensure it is dealt with efficiently and appropriately.

“There is a wide range of factors which affect a young person's behaviour, and there is no one way of dealing with the complex problems which can be faced by children, young people and their families. Children's experiences and behaviour in school cannot be disassociated from all other aspects of their lives, including within their families and communities.”

Better Behaviour, Better Learning, the Discipline Task Group, 2001.

Inappropriate behaviour can be challenging for staff, parents and pupils. At Arnage we understand that challenging behaviour is much less common where staff and learners enjoy positive relationships based on

mutual respect and consideration. These strengths are supported and reinforced by a shared understanding and acceptance of the school's vision, values and aims (see **Appendix 1**). Staff know learners as individuals and respond to their differing personalities, circumstances and learning needs. This leads to a positive learning climate in individual classrooms and in the school in general.

Whilst our overall approach to managing behaviour is restorative, a variety of strategies are used to encourage children to reflect upon the consequences of their actions and think how they may behave differently if faced with similar circumstances in the future.

Strategies may include:

- restorative discussion with a member of staff.
- disappointed or disapproving look.
- ignoring the challenging behaviour and praising the positive behaviour of others.
- separation from a group.
- change of seating arrangements in the classroom.
- separation from other pupils at break playtime after lunch to encourage time for reflection.
- letter of apology or drawing (for younger children).
- home/school behaviour chart or weekly updates.
- withdrawal of privileges i.e. golden times, some of their break or involvement in extra-curricular activities in order to repair relationships/damage or give time for reflection.
- discussion with Head Teacher or other relevant adult.
- agreement and implementation of an Individual Education Plan.
- phone call home to parents or meeting to discuss inappropriate behaviour and how we are going to move forward.
- courting exclusion (warning of exclusion).
- exclusion procedures of varying lengths (see Aberdeenshire Education, Learning & Leisure Service Guidelines for Parents, Guardians, Carers on Exclusion of Pupils from School).
- removal from the register.

The action taken will depend on the nature and context of the behaviour, including the intent. It is also important to consider the individual involved and what is likely to be effective. At Arnage we try to ensure that any consequences in response to unacceptable behaviour should not undermine the child's self-esteem. Parental involvement can be considered at any stage based on professional judgement and awareness of previous discussions with parents.

Although rewards are central to the encouragement of good behaviour, there is a need for procedures to register disapproval of inappropriate

behaviour. The set procedure to deal with persistent misbehaviour is outlined below. These procedures are similar to the ones that are in place at Ellon Academy and so that children can become familiar with those practices and to provide more continuity through their time in school. Initially, where possible and not sacrificing safety, efforts will always be made to invite pupils to change their behaviour

Verbal Warning: A member of staff will point out a certain behavior and invite a pupil to make an alternative choice.

Step 1: A clear explanation of what is not acceptable, following two verbal warnings 5 mins will be lost from lunch, break or Golden Time. Repeat behaviour will escalate to step 2.

Step 2: A clear explanation of what is not acceptable. 10 mins will be lost from lunch, break or Golden Time. Repeat behaviour will escalate to the next step. Parents will be notified.

Step 3: A clear explanation of what is not acceptable. This will be recorded and 15 mins will be lost from lunch, break or Golden Time. Parents will be notified and an interview with the Head Teacher and a review of behaviour will be carried out.

Step 4: A clear explanation of what is not acceptable. This will be recorded and in addition to all of the last step, longer term sanctions will be considered by staff and parents.

Level 5: – Serious and or repeated unacceptable behaviour. See below for procedure for dealing with major breaches of discipline.

Bullying

This policy has considered the Aberdeenshire 'Anti-Bullying Policy for Learning Establishments, 2015' and the 'Anti-Bullying Guidance for Learning Establishments, 2015'. These documents provide additional support and information for staff on this area.

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, emotional, sexual or cyber. People who experience bullying behaviour feel vulnerable and/or socially isolated.

Our stance is that 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. Arnage School believes that everyone should be treated equally and with respect.

As with all aspects of behaviour, Arnage School works to raise awareness, to educate and support pupils, staff and parents/carers. We aim primarily to prevent bullying behaviour. Most incidents of inappropriate behaviour in schools are remedied through behaviour management strategies before they evolve into bullying. Everyone is however aware of what to do when bullying behaviour is displayed, and how to support those involved. Information is also available for pupils, parents/carers and teachers about support available beyond school (e.g. Childline, Samaritans, Police Scotland, Parentline). Training and key information is provided to staff on bullying and all aspects of behaviour management. Communication with all parties involved, including parents/carers, is at the heart of prevention strategies and in how we respond to incidents of bullying behaviour. We use restorative approaches, (detailed previously), to build or repair relationships. The language 'victim' and 'bully' should be avoided as this labels those involved in bullying incidents, and this can be unhelpful. Taking action to resolve a bullying situation must be given high priority.

All incidents of suspected bullying will be reported to the Head Teacher to be dealt with appropriately and recorded and monitored.

Challenging and/or Violent Behaviour

In a minority of cases, staff may have to deal with extremely challenging behaviour. Advice and training is given to all staff on how to deal with any child displaying very challenging behaviour. All abusive and violent behaviour is recorded and reported following Aberdeenshire Guidelines.

Risk Assessment

Risk Assessments will be carried out if a pupil is believed to be a potential risk to themselves and, or others. Strategies and procedures are then implemented to ensure that potential risks are at an acceptable level and that pupils are able to learn and play in a positive environment. The safety of all pupils and staff is of paramount importance. An 'immediate assistance needed' card is available to be used so that another pupil can be sent with a message to another adult (while a member of staff remains with the other pupils) who will then understand the urgency of the situation.

C.A.L.M. (Crisis, Aggression, Limitation and Management) techniques

If a person is in danger, physical intervention may be necessary to prevent injury. This is the only circumstance in which physical intervention should take place. In an extreme situation where a person or persons are at risk, minimal physical force should be used to ensure safety. Two members of staff should be present (where possible) and 'CALM or Small Holds' trained where possible. (For more information see the Aberdeenshire Council Policy: The Use of Physical Intervention in Educational Establishments.)

Recording and Monitoring

Recording and monitoring of any significant behaviour (including bullying) will be recorded in either (or both) a pupil's file / chronology or in a file marked 'Incidents of Inappropriate Behaviour and/or bullying which will be stored in a locked cabinet in the school office. Incidents which will be documented will include ones of a serious or ongoing nature, as well as incidents where a member of staff, pupil or parent/carer feels that they would like it documented.

By recording such incidences, we will be able to:

- ensure that there has been an appropriate and effective response.
- identify recurring patterns including; involvement of particular children, staff or other adults, where and when bullying takes place, aspects of prejudice or discrimination underlying bullying, consideration of personal or additional support needs.
- identify if a particular problem is ongoing and whether further professional development may be beneficial to staff.

Aggressive or violent behaviour, by pupil or adult, will be reported on the Aberdeenshire Violent Incident Report Form. Racially based incidents will be recorded on Aberdeenshire Council's Racial Incident Monitoring Form.

Part 4: Staged Intervention

Partnership Working

"Genuine partnership between pupils, staff, parents and carers, the wider community and other agencies in the public and voluntary sectors is essential to encourage, support and develop initiatives that promote health and wellbeing, GIRFEC values and principles underpin work not just in education but in those other agencies as well, providing a common approach and language which helps develop effective partnership working. "

Staff consult with, and are supported by Educational Psychologists, Pupil Support Workers, Family Support Workers, Intervention and Prevention Teachers, Meldrum Additional Support for Learning Teachers, School Nurse, Quality Improvement Officer, Child and Family Mental Health Team, School Doctor, Social Workers and other professionals as and when appropriate. This may be specific to supporting an individual pupil, group or situation or it may be training in effective strategies which can be used more generally.

Multi Agency Action Planning (MAAP)

Children and young people need to be **Safe, Healthy, Achieving, Nurtured, Responsible, Respected and Included** (also known as **SHANARRI** or the Wellbeing Indicators) (**Appendix 3**) in order to achieve their potential.

MAAP is used where more than one agency is likely to be involved with a pupil; to ensure we are meeting a child's needs, and that there is appropriate communication between all those involved. Parents/pupils will be informed of this process and consent given before information is shared (unless there is a child protection concern).

MAAP is a central component of the ***Getting it right for every child*** agenda.

At a practical level, MAAP introduces:

A structured process for assessment and planning for use across all Children's Services which ensures that children, young people and their families are kept at the centre of the processes.

Standardised models of assessment, planning and recording.

This maximises the potential for appropriate services and agencies to combine together into an integrated team which will be the most effective in meeting the needs of individual children. It also ensures a consistent approach to information sharing between agencies and services.

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Keeping it Relevant

- The value, benefits and overall approach from the implementation of this policy and procedures will be reviewed annually.
- Any changes will be discussed and communicated to all staff immediately.
- Consultation on this policy as draft will be conducted with staff and the Arnage Parent Council

The Head Teacher at Arnage School welcomes feedback on this document.

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Appendix 1 Vision, Values and Aims

Vision for the school

'Arnage School aims to provide an excellent education for our pupils, a safe and nurturing environment and an ethos that celebrates confident individuals, responsible citizens, effective contributors and successful learners.'

We have started the process of revisiting and refreshing our vision, values and aims. Unfortunately, the Coronavirus pandemic meant this work was unable to be completed last year. However, despite the difficulties faced during this time, it has brought out the best of our community and focused our minds on what is really important to us. This can only benefit us as we go forward to complete our new vision, values and aims this year.

Values that underpin our work

The positive **ethos** at Arnage School is the foundation on which we build learning and teaching. Our curriculum offers a broad range of learning experiences, taking in to account the needs and interests of our pupils. Children's opinions and ideas are listened to and valued, and through our Pupil Council, House Captains, Digital Leaders and School Garden groups children are encouraged to be involved in developing the work of the school and thus having a positive impact on school improvements. There is a mutual sense of trust, respect and shared values and aims. This is going to be further enhanced this year with pupil voice being one of our key improvement priorities.

What do we aim to achieve for our children/pupils?

At Arnage School our **overarching aim** is to provide our young learners with opportunities to experience and develop the skills and attitudes needed to become Responsible, Respectful and Independent young people. Through working in partnership with parents and the local community we hope to create an ethos which ensures a positive, respectful and stimulating environment, thus nurturing every child to reach their full potential and enabling them to have the skills and confidence to embrace the world in which we live and become:

Responsible Citizens

- Encouraging an understanding of our roles, rights and responsibilities within our community and the wider world
- Providing opportunities to make informed and responsible choices and decisions, respecting the beliefs and values of others

Effective Contributors

- Promoting confidence in our young people to enable them to communicate their ideas and opinions in a variety of settings
- Providing opportunities for our children to engage with others, using their initiative to create and develop ideas collaboratively with others

Successful Learners

- Providing quality learning experiences which inspire and motivate our young people to become successful learners
- Encouraging all to reach their full potential through stimulating and independent learning

Confident Individuals

- Providing a safe, secure and supportive environment where children feel confident to tackle new challenge
- Encouraging pursuit of a happy, healthy and active lifestyle, promoting positive self-esteem and wellbeing

Appendix 2 Wellbeing

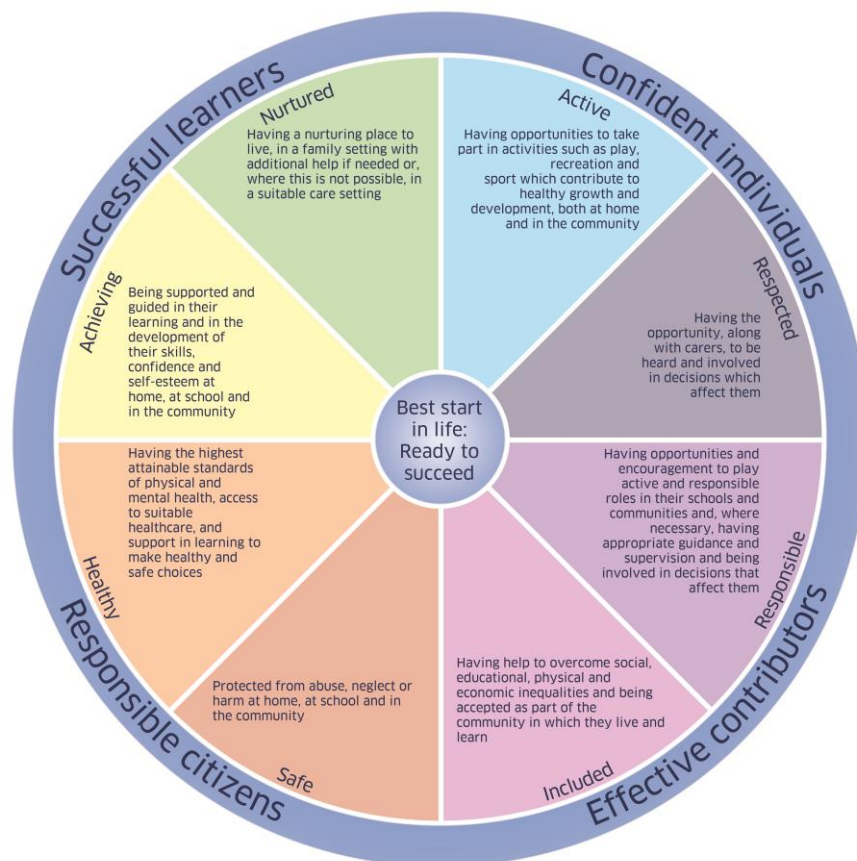
(GIRFEC and the Health and Wellbeing Indicators: SHANNARI)

The Children and Young People (Scotland) Act 2014 is about improving the wellbeing of children and young people in Scotland. The Act is wide ranging and includes key parts of the *Getting it right for every child approach*, commonly known as GIRFEC.

Wellbeing sits at the heart of the GIRFEC approach and reflects the need to tailor the support and help that children, young people and their parents are offered to support their wellbeing.

A child or young person's wellbeing is influenced by everything around them and the different experiences and needs they have at different times in their lives.

Wellbeing is broader than child protection and how we tend to think about welfare. To help make sure everyone – children, young people, parents, and the services that support them – has a common understanding of what wellbeing means, we describe it in terms of eight indicators. The eight wellbeing indicators are commonly referred to by their initial letters - SHANNARI.



References and Other Reading

Better Behaviour, Better Learning, the Discipline Task Group, 2001

<http://www.scotland.gov.uk/Publications/2001/06/9337/File-1>

Better relationships, better learning, better behaviour, 2013

<http://www.scotland.gov.uk/Publications/2013/03/7388>

Building the curriculum for excellence through positive relationships and behaviour, 2009

<http://www.scotland.gov.uk/resource/doc/316280/0100664.pdf>

Improving relationships and positive behaviour in Scotland's schools, 2008

<http://scotland.gov.uk/Publications/2008/04/15100117/0>

Preventing and Tackling Bullying, Advice for Head Teachers, Staff and Governing bodies, 2011

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/368340/preventing_and_tackling_bullying_october14.pdf

UN Convention on the Rights of the Child – In Child Friendly Language – UNICEF

<http://www.unicef.org/rightsite/files/uncrcchildfriendlylanguage.pdf>

GIRFEC

<http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

Included, engaged and involved part 2: a positive approach to managing school exclusions

<http://www.scotland.gov.uk/Publications/2011/03/17095258/0>

More Choices, More Chances

<http://www.scotland.gov.uk/publications/2006/06/13100205/0>

Pupil Inclusion Network Scotland

<http://www.pinscotland.org/>