

Promoting Positive Attitudes and Behaviour



This policy is linked with EDC Including Every Learner policy and EDC and Mosshead's Anti-bullying policy.

Rationale

In Mosshead Primary we believe that it is fundamentally important to promote a positive and caring environment, in which our pupils will develop their self-esteem and sense of worth and have respect and consideration for their peers and all adults in the school.

"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." Better Relationships, Better Learning, Better Behaviour, 2012

"Curriculum for Excellence 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 work in a peaceful and safe environment." Building Curriculum for Excellence through Positive Relationships and Behaviour. Scottish Government 2010

Mosshead community created Values, Vision and Aims for Mosshead and these are as follows:

Core Values: Kindness, Respect, Honesty and Friendship.

Vision: Together we all learn, discover, grow and succeed

Aims:

To support children to become successful learners, confident individuals, responsible citizens and effective contributors through:

- ☐ being self-aware and developing relationships with others, in families and in communities.
- ☐ development of knowledge, skills and attributes that are needed to thrive in our interconnected, digital and rapidly changing world.
- ☐ supporting development of democratic citizens and respectful, active shapers of the world.

Core principles and values

There are core principles which must be taken into consideration when reviewing behaviour issues in school:

- All behaviour is communication and any planning requires a shared understanding, through collaborative analysis and review of the underlying causes of each individual's patterns of behaviour- including the context in which the behaviour is most likely to occur.
- Children and adults should have access to safe environments where risk is minimised and there is a shared understanding of expectations, responsibilities and boundaries.
- Better relationships are the key to increasing pupil engagement and inclusion. All adults working with children and young people need regular opportunities for training and reflection on the underlying reasons for different behavioural responses in various contexts and to develop strategies to improve their own capacity to communicate effectively and develop trusting and affirmative relationships with young people. This training and reflective practice should be based on:

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- A solution focused approach
- Restorative conversations and approaches to conflict and conflict resolution
- Trauma, nurture and attachment informed practice
- Becoming an attuned practitioner
- De-escalation intervention
- Supporting emotional awareness and development, through strategies, such as scaling, emotion coaching, 'Promoting Alternative Thinking Strategies' (PATHS).

Whole School Ethos

At Mosshead Primary we believe that promoting positive attitudes has a positive impact on behaviour management. We recognise the need to develop good relationships with pupils based on mutual respect and trust. By celebrating the achievements of children, we demonstrate that they are valued: this facilitates the process of building relationships and develops a strong ethos within the school.

We make reference to the school behaviour code 'Respectful, Responsible, Safe' and class charters, which are created by the children to exemplify this code. Consideration will be given to the UNCRC Rights of the Child when creating class charters. We place a focus on the school code and pupils' rights and responsibilities when discussing inappropriate behaviour with pupils.

Staff remain calm and controlled when dealing with pupils. In line with the Professional Standard for Registration, all children are spoken to in a positive and respectful manner. No child should experience sarcasm, humiliation or embarrassment in their dealings with staff.

Our effective Personal & Social Development programme underpins our ethos. Our main resources are PATHS (Promoting Alternative Thinking Strategies), Bounce Back, which teaches resilience and our RME programme which has a significant focus on values.

In Mosshead we:

- promote a positive ethos throughout the school
- expect high standards of pupil behaviour
- deliver high quality learning and teaching experiences so that all pupils are able to succeed
- foster mutual respect among staff and pupils
- promote equality
- encourage children to take responsibility for their own behaviour
- develop effective inter-personal skills which facilitate meaningful communication
- promote solution focused approaches (Appendix 1)
- promote restorative approaches (Appendix 2)
- make use of trauma, nurture and attachment informed practice (Appendix 3)
- consider classroom and playground management and organisation (Appendix 4)

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- promote citizenship
- develop a sense of pride in the school among the wider school community

Achievements

There are many ways in which children's achievements are acknowledged in Mosshead:

- Positive comments and stickers in jotters or verbal comments by staff
- Acknowledgement of effort rather than result
- Acknowledgement of a wide range of achievements: sporting, academic, citizenship, etc through discussion/ show and tell, etc in classes
- House Points/Dojo Points are awarded for effort, teamwork, excellent work, being respectful, being prepared, etc
- Person of the Day / Star of the Week
- Achievements out of school are recorded in learning profiles
- Achievements will be celebrated in each class and high level achievements displayed in the school hall (e.g. regional, national, international, etc)
- Class/ group/ individual achievements shared through Class Dojo
- School/class/ group achievements shared through school Twitter account
- Achievement Certificate winners (awarded by teachers) given out at infant and junior/ senior assemblies
- Certificates for a range of achievements including sporting, digital, playground leaders, etc, given out at whole school assemblies
- School cups – House Cup and Sports Cup
- Gill Smart Cup is awarded to a pupil, twice yearly, who has consistently demonstrated excellent citizenship

Behaviour Management

The following strategies should be used to help to promote positive behaviour and will contribute to the positive whole school ethos within Mosshead Primary.

- School Code of Conduct – Respectful, Responsible, Safe
- Class charters
- Group/Class praise and reward systems e.g. marbles, coins, etc
- An agreed dress code
- The use of restorative conversations and solution focused practice
- Playground buddies
- Agreed strategies and sanctions (detailed in following sections)

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- Clear roles and responsibilities for all staff
- Support from parents and carers
- Effective classroom management and organisation
- A variety of approaches to learning and teaching
- Staged intervention to support more challenging behaviour (see EDC - Including Every Learner policy)
- In every discussion with children, a Restorative Practice approach is used by SMT, teachers and support staff. The school behaviour code should be used to frame discussions.

Early Intervention

In Mosshead Primary School we believe that early and positive interventions are more beneficial than later action. Pupils' behaviour is monitored and reviewed by class teachers and the Senior Management Team regularly.

Reporting to parents should be clear and specific and focus on the behaviour which is unacceptable and the strategies in place to effect a change.

Staged intervention will be used when dealing with behaviour that challenges (EDC Including Every Learner Policy). Behaviour Support Plans will be used to set targets to improve behaviour. These will be drawn up in conjunction with the pupil and parent and will promote effective communication between school and home. Where pupils require individualised approaches to behaviour support this will be discussed with parents.

Low-level disruption

Behaviour which disrupts learning and teaching is a common problem in schools. In order to reduce low level indiscipline staff should do the following:

- Class charters should be established and clearly displayed at the beginning of each session based on the school behaviour code – these should be referenced when dealing with inappropriate behaviour. E.g. *'You are shouting out therefore you are not being **respectful** of other children's **right to learn**.'*
 - Expectations should be high in corridors, the playground, dining areas and on educational outings. These should be modelled and reinforced by all staff.
 - Tasks to engage children in learning as soon as they come into class should be in place.
 - Teaching staff should share the learning outcomes of lessons with pupils and use a range of 'Assessment Is For Learning' strategies to engage children throughout and check understanding.
 - Differentiate the curriculum appropriately to match the needs of all pupils:
 - *Modifying Content – use of learning materials at different levels*
 - *Modifying Process – varying the length of time children take to complete a task*
 - *Modifying Product – giving children choice in how to express ideas or required learning*
 - *Modifying Learning Environment – giving children areas to work which suit their learning styles*
- (Children who frequently do not complete class work should be discussed with DHT, who will explore reasons for this. Unfinished class work is not sent home unless DHT sanctions this)
- Positively reinforcing desired behaviour.
 - Consistent use throughout the school of praise and reward systems .

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- Value pupils' work by creating attractive displays and using praise.
- Early contact with the parent to discuss low level disruption (All phone calls to parents must be discussed with SMT who will record on pastoral notes).
- All classes should identify a time out area (library corner, space in the open area) where children can withdraw to calm down, if required. Some children just need a quiet space to self regulate, others will need some support from a member of staff to help with this.

Dealing with More Challenging Behaviour

Behaviour such as defiance, bullying, aggression (verbal and physical), violence, etc can have a seriously detrimental effect on the care and welfare of pupils and staff. This type of behaviour often leads to pupils becoming alienated from school and disengaged from the learning process. These incidents must be discussed and recorded on pastoral notes by a member of the Senior Management Team. Parents/ carers will be contacted and appropriate sanctions/ behaviour management strategies will be put in place. These might include target cards/ reflection logs/ homelink diaries/ daily check ins with SMT/ etc.

Further information can be found in the anti-bullying policy.

Sanctions

Where sanctions are required, SMT select the most appropriate course of action from the following options:

- Letter of apology
- Removal of part/all of break (particularly if the concern has been in relation to safety/ irresponsible behaviour in the playground)
- Target sheet
- Discussion with parents
- Regular contact with parents/ carers through phone/ email
- Weekly meetings with parents/carers
- Referral to PSG
- Referral to other agency e.g. Ed Psy, CAMHS, etc

Parents/carers will be contacted to discuss ongoing issues and will be fully involved in the support to help their child improve.

Violence Against Staff

Incidents of violence against staff and should be reported to a member of the Senior Management Team. Violence Against Staff paperwork should be completed (see Procedure Manual 2/21) and forwarded to the Head of Education.

Exclusion

Refer to EDC Procedure Manual 3/11.

- Exclusion should be considered as a last resort to be used only when all other courses of action have been exhausted.

Roles and Responsibilities

Staff

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- The Head Teacher has overall responsibility for behaviour in school.
- The DHT has responsibility for behaviour within his/her department.
- Class teachers and support staff have day to day responsibility for promoting positive behaviour.
- Any member of staff dealing with a particular incident should inform the child's class teacher.
- Codes of conduct/charters should be in place to help to remind pupils and parents/carers of their responsibilities as well as their rights.
- Staff should encourage a whole school focus on our school behaviour code – Respectful, Responsible, Safe.

Pupils

- Pupils are expected to conform to class and school behaviour codes/ charters.
- Pupils should report any behaviour problems to a member of staff.
- Pupils will engage in restorative conversations (supported by staff).

Parents

- Parents are responsible for pupil's behaviour and should be informed of any serious breaches of school discipline.
- Parents are expected to work with the school to resolve any behaviour issues.

Monitoring and Evaluating

This policy should be reviewed regularly and should take account of behaviour trends.

Procedure Manual 3/11 - _Including Every Learner: Preventing exclusions and promoting positive behaviour - This Procedure Manual should be referred to for further information and for support and guidance for supporting behaviour which challenges.

The following appendices will be used as strategies to support behaviour improvement:

Appendix 1: Brief guide to Solution-focused approaches

Appendix 2: Brief guide to Restorative Practices

Appendix 3: Brief guide to Trauma, nurture and attachment informed practice

Appendix 4: Behavioural environment checklist

Appendix 1: Brief guide to *Solution-focused approaches*

Solution-focused approaches (Source: LCC)

When supporting a pupil with behaviour that challenges, we tend to instinctively focus upon the problem(s). Discussions often centre around the times when the pupil has done something wrong and also upon trying to identify underlying causes for the problems. However, this can often reinforce negative perceptions people have about the difficulty/pupil and actually hinder improvement. Also, finding possible causes is not always possible and even when it is, it does not necessarily provide a practical way forward. A Solution-Focused approach encourages a different perspective. It advocates concentrating on the positive aspects of the situation and empowering the youngster to work collaboratively with others in order to find solutions to their difficulties.

It is based on the following principles:

- The problem is less important than the solution
- Magnifying the pupil's strengths, resources and past successes helps to construct solutions
- Change is inevitable and positive change possible.

It is based on techniques which focus on:

- The solution – what would it look like?
- The future – and away from the problematic past
- Possibilities of change?
- Change – any signs of positive change, however small
- What works - in terms of strategies?
- Resources – what skills, strengths, qualities does the pupil have that could be utilised?
- Praising rather than blaming

There are a number of solution focused strategies that can be used:

Scaling

0 _____ 10

(Numbers could be replaced with happy/sad faces)

A very useful way to focus your conversation is to ask the pupil to scale how they rate anything: their day at school; the ability to make friends; or how well they get on with others. The conversation is then focused on what the pupil is doing to achieve a score in a positive way. So if the response is '2' (on a scale where 0 is low and 10 is high) the question would be 'What makes you a 2 rather than a 1?' 'What are you doing to keep yourself at a 2 rather than a 1?' 'What does 2 look like?'

Scaling can also be used to identify goals and consider next steps and review progress over time.

The Miracle Question

Using age-appropriate vocabulary: 23

Imagine that you go to bed tonight and whilst you are asleep, a miracle happens. You come to school tomorrow and you know that you are at 10. The difficulties we've been talking about have gone away.

- How would you know that the miracle had happened?
- What would be different?
- What would you be doing?
- How would you be feeling?
- What would your teacher be doing?

Exceptions

Ask the pupil what times they are not, for example, disrupting lessons. What is s/he doing instead? Using the scale - 'Are there any times when things are higher along the scale?' 'How do you know?' 'What are you doing?'

Identifying internal and external resources

What skills and strategies does the pupil have that could be drawn upon? eg 'When you've faced a difficulty in the past, how did you deal with it?'; 'What did you do?' Which other people could provide support?

Goal setting

'Where would you like to be in several weeks' time?' (checks pupil's motivation and also how realistic their own expectations are). "How would you know if, this time next week, you were one notch further along the scale?' 'What would you be doing?', 'How would you feel?' 'How would others know you were there?'

Noticing tasks

Ask the pupil to notice the next time they don't, for example, disturb other children in the class – and to report this back at your next meeting. This can be a subtle and less threatening way to set targets.

Other sources of information:

www.thesolutionsfocus.com

www.brief.org

www.brieftherapysydney.com.au

Appendix 2: Brief guide to *Restorative Practices*

Restorative Approaches in Schools in the UK (Source: University of Cambridge)

What are Restorative Approaches? The 'unique selling point' of a restorative approach is that it offers schools an alternative way of thinking about addressing discipline and behavioural issues and offers a consistent framework for responding to these issues. However the approach is much more than a 'behaviour management tool'. In isolation, used as such, it will not be very effective.

The table below compares different ways of thinking and responding in authoritarian and restorative models of discipline.

Authoritarian Approaches	Restorative Approaches
The focus is on: Rule-breaking Blame or guilt Adversarial processes Punishment to deter Impersonal processes	The focus is on: Harm done to individuals Responsibility and problem-solving Dialogue and negotiation Repair, apology and reparation Interpersonal processes
and, as a result; The needs of those affected are often ignored The unmet needs behind the behaviour are ignored Accountability = being punished	and, as a result; The needs of those affected are addressed The unmet needs behind the behaviour are addressed Accountability = putting things right

Schools that work restoratively find that relationships are stronger and learning is more effective, and so there is less need to resort to sanctions and punishments to try to 'manage' behaviour. There is a shift from one model of discipline to the other, at a pace appropriate to the school.

What is a restorative response to harm or conflict?

Those affected are invited to share:

1. What has happened?
2. What the impact has been on those involved: i.e. who has been affected and in what ways they have been affected?
3. What needs to happen to put things right or to make things better in the future?

This framework is based on sound learning theory regarding how people relate to each other and how best to meet the different needs that can arise from conflict or harm.

To facilitate such a process requires the ability to:

- establish a respectful rapport with people;
- listen and respond calmly, empathically and without interruption or judgment to all sides of an issue;
- inspire a sense of safety and trust;
- encourage people to express their thoughts, feelings and needs appropriately;
- appreciate the impact of people's thoughts, feelings, beliefs and unmet needs on their behaviours;
- encourage those involved in the problem to find their own solutions.

This learning framework can be used in a wide range of contexts:

A framework for debriefing or reflecting on an experience

- A one way conversation, with one person listening and asking questions and the other talking;
- A two-way conversation, with both people taking turns to ask and answer questions;
- A small meeting when one impartial person - a facilitator - poses questions to two people who have had a difficulty, or where harm has been done, and who want to repair their relationship;
- A larger, facilitated meeting involving children, parents/carers, colleagues or others who have an important role to play (sometimes called a 'Restorative Conference');
- A facilitated circle involving part or all of a class, a staff team or a group of residents.

What is being restored? This depends on the context and on the needs of those involved.

What is being restored is often something between the people involved such as:

- Effective communication;
- Relationship, and even friendship;
- Empathy and understanding for the other's perspective;
- Respect;
- Understanding the impact of one's own behaviour on others;
- Reparation for material loss or damage.

However, something may also be restored within an individual – for example:

- A sense of security;
- Self-confidence;
- Self-respect;
- Dignity.

Overall, the process often results in the restoration of someone's sense of belonging to a community (e.g. class, school, peer group or family).

What are the key elements of Restorative Approaches?

Restorative Approaches are value-based and needs-led. They can be seen as part of a broader ethos or culture that identifies strong, mutually respectful relationships and a cohesive community as the foundations on which good teaching and learning can flourish. In such a community young people are given a lot of responsibility for decision-making on issues that affect their lives, their learning and their experience of school.

Restorative Approaches build upon the basic principles and values of humanistic psychology: Genuineness - honesty, openness, sincerity; Positive regard for all individuals - valuing the person for who they are; Empathic understanding – being able to understand another's experience; Individual responsibility and shared accountability; Self-actualisation - the human capacity for positive growth; Optimistic perspectives on personal development - that people can learn and can change for the better.

Such principles and values not only underpin the more formal Restorative Approaches described above, but they can also be practised in our informal, day-to-day interaction with others. Adults who do this 'model' effective ways of building and maintaining emotionally healthy relationships, and promote helpful, pro-social attitudes. In doing so, these adults may well be providing a positive 'social learning context' not readily available to some young people in other areas of their lives.

The whole school community shares the responsibility to build, maintain and repair relationships are the more visible parts of Restorative Approaches. To be effective these processes need to be underpinned by sound knowledge, skills and shared values. Schools that consciously focus the bulk of their effort on building and maintaining relationships will find that fewer things will go wrong and so there will be fewer occasions when relationships need to be repaired.

Why are Restorative Approaches helpful?

Staff, children and parents/carers who work restoratively report that this way of working leads to:

- A more respectful climate;
- A shift away from sanction-based responses that aim to 'manage' behaviour, toward a more relational approach;
- Better relationships amongst children and staff;
- People being more honest and willing to accept responsibility;
- People feeling more supported when things go wrong;
- A calmer, quieter and more productive learning environment.

Why use restorative approaches? (Source: Education Scotland)

Many people may believe that children and young people who bully others must be punished for their behaviour. This type of response can be ineffective, dangerous, breed resentment and make situations worse as a child or young person can be resentful of punishment rather than reflective of their actions. Children and young people require the opportunity to hear about and face up to the harm and distress they have caused others.

Restorative approaches are built on values which separate the person from the behaviour. They promote accountability and seek to repair any harm caused in a situation.

Research - Restorative Practices in Three Scottish Councils - shows that restorative approaches help schools create peaceful learning environments for children to become successful learners, confident individuals, responsible citizens and effective contributors.

Exclusions from school can only be carried out when an incident meets the legislative criteria. All schools have a responsibility to protect those being bullied but also to educate all pupils including those who bully or those with behavioural problems.

What are restorative approaches?

Schools may use restorative approaches as part of a planned response to relationship and/or discipline difficulties. This is a more effective response than traditional punishments. Restorative approaches can change the emotional atmosphere in a school and lead to more positive relationships between pupils and between pupils and staff.

A restorative approach may include having a 'restorative conversation'. These conversations may happen during the school day and practitioners will use restorative language and questions to allow children and young people to understand the impact of their behaviours.

More serious incidents may require practitioners to hold a formal meeting and involve parents or families where appropriate. Examples of questions used in a formal meeting include:

- What happened?
- What were your thoughts at the time?
- What have been your thoughts since?
- Who has been affected by what happened?
- How have they been affected?
- What do you need to happen now?

Appropriate training is available for adults to support the restorative approach. This will include developing listening skills, empathy, use of language including body language and understanding situations from another person's point of view.

Through the help of trained practitioners who facilitate the process in a carefully scripted approach, pupils accept responsibility for their actions, recognise the harm and upset caused and are supported to find restorative responses to harmful actions. Developing positive, supportive relationships is key and these can be developed through activities such as circle time and peer support.

As part of the restorative approach, schools will decide on an appropriate timescale to review incidents, check that issues have been resolved and that children and young people are happy and progressing well.

What is peer mediation?

Many incidents in schools are low level and do not necessarily require the intervention of an adult. Peer mediation is a process where children and young people are offered the opportunity to act as peer mediators. The peer mediator takes responsibility for supporting younger children in the school to find a solution to their issue. Children or young people who volunteer to become a peer mediator will receive appropriate training and support. They will learn invaluable skills and contribute to more positive relationships between pupils.

How can parents and carers help?

If your child's school is using restorative approaches you can support them by:

- talking to your child about how their school manages pupils' behaviour
- understanding that children learn developmentally, including how they behave and how their behaviour affects others
- understanding that everyone learns best when they feel good about themselves. Punishments, whether right or wrong, can make children feel bad about themselves. This can hinder their ability to engage in their learning, including about their behaviour
- encouraging your child to see things from other people's points of view
- encouraging your child to be a good friend
- supporting your child to be a peer mediator
- learning more about children's rights, including their right to human dignity, regardless of their behaviour
- learning more about shame and the impact of shame on children's readiness to learn.

Although appropriate action will be taken by practitioners, it is important that parents work with their child's school to help resolve situations in the best interests of their child or young person.

Related links

Transforming conflict

International Institute for Restorative Practices

Shame and its effect on children's reading

UN Convention on the Rights of the Child

Appendix 3: Brief guide to *Trauma, nurture and attachment informed practice* **Attachment informed practice**

The central theme of attachment theory is that primary carers who are available and responsive to the needs of the child establish a sense of security. The child knows that the caregiver is dependable, which creates a secure base for the child to then explore the world. Attachment theory focuses on how attachments are formed in the very earliest months and years of life. These have a significant influence on social and emotional development as well as providing a template for the child as he or she grows into adulthood and into parenthood. Knowing more about attachment theory can provide a greater understanding of the behaviour patterns of some children and can help shape more appropriate interventions to support their social and emotional development.

A nurturing approach recognises that positive relationships are central to both learning and wellbeing. A key aspect of a nurturing approach is an understanding of attachment theory and how early experiences can have a significant impact on development. It recognises that all school/ELC settings staff have a role to play in establishing the positive relationships that are required to promote healthy social and emotional development and that these relationships should be reliable, predictable and consistent where possible. A nurturing approach has a key focus on the school environment and emphasises the balance between care and challenge which incorporates attunement, warmth and connection alongside structure, high expectations and a focus on achievement and attainment. It is based on the understanding of 6 Nurturing Principles which have been adapted and are outlined below:

- Children's learning is understood developmentally
- The environment offers a safe base
- The importance of nurture for the development of wellbeing
- Language is a vital means of communication
- All behaviour is communication
- Transitions are important in children and young people's lives

A nurturing approach can be applied at both the universal and targeted level and promotes inclusive, respectful relationships across the whole school community, including learners, staff, parents/carers and partners.

See the Education Scotland Document *Applying Nurture as a Whole School Approach* available on:

<https://education.gov.scot/improvement/documents/inc55applyingnurturingapproaches120617.pdf>

Appendix 4: Behavioural environment checklist

Classroom management

In the classroom is there evidence that:

- Teacher arrives at the lesson before the pupils
- Teacher's voice is clear
- Instructions are clear
- Good behaviour is noticed and acknowledged
- Small achievements recognised
- A pupil's good behaviour is named and reflected back
- The teacher acts as a role model for desired behaviours
- Materials and equipment are prepared
- Pupils bring the correct equipment
- Lessons are well prepared

Classroom organisation

In the classroom there is evidence that:

- Equipment is easily accessible
- Furniture is arranged to best effect
- Appropriate ambient temperature
- Sufficient ventilation
- Lighting sufficient
- No glare
- Materials well labelled and located
- Ease of movement around the room
- Appropriate storage of children's belongings
- Pupils are grouped appropriately
- Room organisation meets differing curriculum demands
- Whiteboard easily seen
- Furniture suitable
- Classroom looks like a good work environment
- Sufficient space
- Quiet external environment

Playground organisation

In the playground there is evidence of:

- Short break time rules understood by pupils
- Short break time rules adopted by all staff
- Lunchtime rules understood by pupils
- Lunchtime rules adopted by all staff
- Break time rewards/sanctions system clear
- Behaviour policy adopted by ancillary staff
- Corridors and social areas (including playgrounds) well designed and monitored
- Problem site areas identified and overcome
- Suitable activities and equipment available for break times
- An effective system for resolution of conflict exists