



Uryside School Positive Behaviour Statement

Vision

For all pupils to thrive in our happy, safe, inclusive and nurturing school environment, not only academically but as confident individuals ready to actively grasp and follow their dreams.

Working together, Learning for Life

The Aims and Expectations of this Policy

At Uryside School we aim to work in partnership with families to create and maintain a positive atmosphere.

We want our school to be a happy, caring, inclusive and a secure place where children can realise their full potential. To enable this:

- Every member of the school community to behave in a considerate and respectful way towards others.
- All staff to provide consistent support towards positive behaviour.

We aim

- To encourage good behaviour and respect for others.
- To value and respect every member of our school community.
- To promote an environment where everyone feels happy, safe and secure
- To review the policy annually, evaluate and if necessary, modify.
- To involve parents in any policy reviews and ensure that all are aware of the contents of the policy.

Our School Values

Everyone learning together to create a happy and safe school!



<p>Kind Showing kindness <i>We care for each other. Treat others fairly. Listen to each other. We are polite. Show respect to all. Honest and responsible.</i></p>	<p>Resilient Learning from our Mistakes <i>Keep on trying. Keep on learning. Believing in myself. Never giving up.</i></p>	<p>Supported Everyone working together <i>Everyone is included. We cooperate and support each other at all times. We accept and value everyone.</i></p>	<p>Growing Learning for Life <i>Learn for life. Learn new skills. Develop enquiring minds. Understand and lead own learning.</i></p>	<p>Challenged Doing our Best and Aiming High <i>We challenge ourselves. Try new things. Try our best. Aim high. We are proud of our work.</i></p>
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The Whole School Approach

Promoting Positive Behaviour

Every effort is made to praise good behaviour in school.

Praise can be given in a number of ways:

- A quiet word or encouraging smile.
- A written comment on a child's work.
- A visit to another member of staff for commendation.
- A public word of praise in front of a group, a class, or the whole school.
- Communication with the child's parents.

Positive Behaviour Teaching

Assembly

During assembly, achievements are celebrated and positive behaviour is reinforced. Assembly offers the opportunity as a school to come together and celebrate success. Various themes are explored during class together time.

Curriculum

Positive behaviour is expected across all areas of the curriculum. Those areas which reinforce key aspects of positive behaviour are; citizenship, health and wellbeing, drama and religious and moral education. Positive behaviour is actively promoted and staff provide opportunities to reinforce the knowledge, skills and the opportunities to re-enact and discuss in a safe environment the importance of becoming a responsible citizen in the wider society setting.

We use the following ways to underpin the delivery of Good Behaviour across our school community:

- **A school where Rights are recognised and respected**
- **Pupil Voice - Restorative Practise**
- **Health and Wellbeing curriculum**

At Uryside School rights are respected

Pupils at Uryside School have opportunities to learn about the Convention on the Rights of the Child and the work of the Scottish Commissioner for Children and Young People. This convention lays out all of the rights to which all children in the world are entitled. Pupils learn about the places in the world where children are less fortunate.

Articles 28 and 30 of the Convention state that all children have the right to an education and to learn. **Article 12** states that all pupils have the right to participate and be included.

Restorative Practice

Aims of a Restorative Approach:

- To develop the skills and abilities of people to manage their thoughts and feelings.
- To help pupils to take responsibility for their own actions.
- To aid children in developing the skills necessary to rebuild and repair relationships.

A restorative meeting may take place if required. This is a meeting between a staff member and two or more young people. Everyone has an opportunity to say what has happened, how they feel and what needs to happen for everyone to move on. See Appendix 1 for guidance on questions that can be used.

Rewards and Sanctions

Pupils have a right to expect fair and consistent rewards and sanctions. Praise and rewards should have a considerable emphasis within school and pupils will receive recognition for positive behaviour. Sanctions for inappropriate behaviour are clarified in the five-point scale.

Rewards

At Uryside School children are rewarded in the following ways:

- Stickers and other small material awards.
- Recognition of positive behaviour.
- Excellence Time
- Name in the Golden book
- House points

Uryside School 5 Point Scale

5	Exclusion	Significant injury to another Dangerous behaviour Persistent inappropriate behaviour
4	Parental/School/Child Meeting	Consistent inappropriate behaviour Deliberate injury to another
3	Letter to parent written by child explaining behaviour. Letter to be signed and returned to school. Phone call home	Lack of respect Abusive to others (physical, verbal and emotional) Continual inappropriate behaviour Discriminatory behaviour
2	Restorative conversation at playtime or lunchtime (use of <i>Thinking Time</i> – see appendix 2)	Consistent disruptive behaviour Swearing and/or using foul and abusive language Hitting out at another pupil including in retaliation
1	Reminder Warning Timeout	Disruptive Interrupting Lack of focus Uncooperative

Consistency and fairness are of the utmost importance. Along with rights come responsibilities:

The role and responsibilities of the pupils

- Accept and follow the School Rules.
- Accept responsibility for your own behaviour – **your** behaviour is **your** choice!
- Discuss, decide and follow specific rules for your classroom
- Learn and follow classroom routines
- Behave in an acceptable way when out in the wider community to reflect the ethos of the school
- Be prepared to discuss your behaviour and think about better alternatives in order to respond appropriately if another similar situation should arise.

The role and responsibility of the class teacher, pupil support assistant

- Ensure that the rewards and sanctions system are adhered to
- Encourage children to work to the best of their ability
- Treat children fairly
- Complete *Thinking Time* slips prior to pupil's attending
- Liaise with external agencies for support and advice
- Report to parents, as necessary, where children are appearing with any regularity in your behaviour record
- Work in partnership with parents and other staff in the school

The role and responsibilities of the Head Teacher/Depute Head Teacher

- Arrange consultation with and make policy known to pupils, parents and staff. The policy will be mentioned in the school prospectus, the staff handbook and be part of the induction process. It will also be a regular feature of whole school assemblies.
- Undertake an annual policy review including parents, pupils, and staff – teaching and nonteaching.
- Have overall responsibility for health and safety arrangements – movement around school, to and from buses etc.
- Maintain a record of persistent unacceptable behaviour and serious incidents
- Liaise with staff and involve parents to address behaviour issues
- Deal with exclusion if required

The role and responsibilities of the parents

- Support good attendance and behaviour
- Be consistent and fair with behaviour management at home
- Respond to consultation exercises and open meetings to discuss behaviour and contribute to the partnership between home and school
- Acknowledge and act upon correspondence from the school
- Alert the school to possible problems before they become huge issues – small issues and incidents are more easily and speedily dealt with than issues which have been allowed to grow and become more complicated
- Support the behaviour policy by positively reinforcing and praising good behaviour and helping your child to use a range of strategies for responding to situations which could potentially result in poor behaviour e.g. fighting.

Appendix 1

Questions That Can Make Things Right

Questions for those affected...

- How do you feel?
- What did you think when you realized what had happened?
- How does this make you feel?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

When things go wrong...

- How do you feel?
- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

Appendix 2

Thinking Time

Thinking Time is an opportunity for pupils to participate in a restorative conversation following an incident in school. This will happen during the pupil's lunch break for around 10 minutes.

Any pupil registering on level 2 or above on the 5-point scale may be referred each day. Staff should complete a Thinking Time slip (see Appendix 3) in conjunction with the child before the child attends the session. Thinking Time will be manned each day from 12.30pm by a member of SLT. This will usually occur in Yellow Area 4.

Staff may send work along for the pupil to complete during this time but the focus will be on having a restorative conversation with the child:

- To develop the skills and abilities to better manage their thoughts and feelings, provide pupils with better options for dealing with situations.
- To help pupils to take responsibility for their own actions.
- To aid children in developing the skills necessary to rebuild and repair relationships.

Time must be accompanied with a completed slip (see Appendix 3).

Appendix 3 – Thinking Time Slips

Thinking Time	Thinking Time
Child's name: _____	Child's name: _____
Class: _____	Class: _____
Date: _____ Time lost: _____	Date: _____ Time lost: _____
Reasons for referral:	Reasons for referral:
<input type="checkbox"/> use of inappropriate language	<input type="checkbox"/> use of inappropriate language
<input type="checkbox"/> physically hit another child	<input type="checkbox"/> physically hit another child
<input type="checkbox"/> very disrespectful to another adult	<input type="checkbox"/> very disrespectful to another adult
<input type="checkbox"/> continually failed to follow an adult's instructions	<input type="checkbox"/> continually failed to follow an adult's instructions
<input type="checkbox"/> other/details:	<input type="checkbox"/> other/details:
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
Issued by: _____	Issued by: _____
Signed by pupil: _____	Signed by pupil: _____

Referral form online completion:

https://forms.office.com/Pages/ResponsePage.aspx?id=BpPZ_i1NCUSVndDttzBKC6T-SfWUqntEtcpC8b_S55URjBVV1oxWTVaQ0FFMEIyN0VFNTJHOFNNMi4u

COVID -19 Addendum - Appendix 4

The use of Thinking Time during the Return to School phase can still be implemented; however, pupils from different classes cannot attend together and pupils cannot be taken to different areas in the school. Pupils repeatedly failing to follow the restrictions currently in place e.g. hand washing, distancing, remaining in class areas will follow the policy as detailed. Breaches of clear health and safety rules and restrictions may need to be accelerated up the policy depending on severity and pupil's understanding of the restrictions in place.

Class teachers may decide to implement this in their own classroom. Staff may choose to operate this system in their classroom by allocating 10 minutes during the day when children choose an activity from a given range. Any pupil who would benefit from thinking time would have a restorative conversation with the teacher during that time.

Alternatively, teachers can request that SLT support a restorative conversation with an identified child/ group of children. This can be requested via Skype with details of those involved. An SLT member will meet the child/ children in the shared area immediately outside the classroom at a suitable time. While it is preferred that this should happen on the day of the incident, where multiple requests are received, it may have to be accommodated on the next available day.

All episodes of Thinking Time must be accompanied with a completed slip (see Appendix 3).

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