

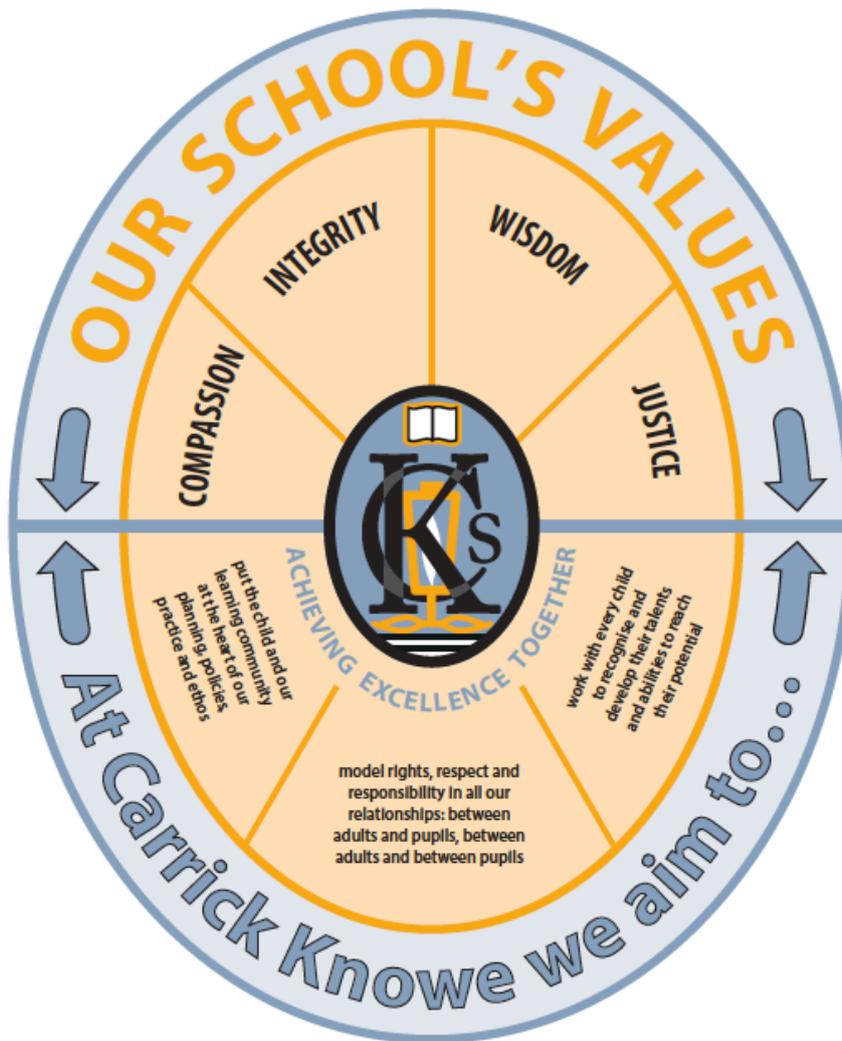
Carrick Knowe Primary School



Positive Behaviour Strategy

Last Amended: August 2017

1. INTRODUCTION AND AIMS



1. We believe that positive relationships between staff and pupils leads to better behaviour and better learning and so we strive to ensure an ethos whereby everyone in the school community feels valued, included, respected and trusted.
2. Good behaviour is necessary in school to enable us to function smoothly and efficiently. At CKPS we aim to provide a happy, caring, safe, nurturing and secure environment for the pupils in our care and expect pupils, parents and staff to show mutual respect for others and their property.
3. We promote positive behaviour through the curriculum and through our high standards of work, through our positive relationships and through our respect and consideration for others. In doing so, we aim to foster responsible citizens, effective contributors, successful learners and confident individuals. As shown above and on [Appendix 3](#), the values the school promotes are compassion, integrity, wisdom and justice.
4. We recognise that positive behaviour is part of the personal and social development of our pupils and is necessary not only for their safety and well-being, but for their learning and attainment too.
5. Positive behaviour contributes to school effectiveness generally and has a positive influence on pupil, teacher and our wider community morale, making the school a happy place to be for all.

2. EXPECTATIONS

Uniform

In keeping with our school tradition, we encourage the wearing of school uniform and hope that in wearing this, our pupils will feel a sense of pride, ownership and belonging with the CKPS family.

For Your Safety

1. Walk quietly round the school.
2. Keep to the left on the stairs.
3. Do not throw objects as this is dangerous and could cause injury.
4. It is also best to have long hair tied back for gym.

For Your Health and Hygiene

1. Always behave in a responsible manner in and around the school.
2. Always tidy up after yourself in all areas and do not expect others to do it for you.
3. Always put your litter in the bin.
4. Always have good table manners.
5. Wash your hands before eating and after a visit to the toilet.
6. Bring a healthy snack and lunch.

For Your Personal Property

1. Show respect at all times for other people's property.
2. Do not go into someone else's tray or bag.
3. Mobile phones should be switched off and remain in your school bag until the end of the day.
4. Leave toys, games and all electronic devices at home.
5. Lost property should be put in the lost property cupboard beside the spiral staircase.
6. Any money brought to school needs to be looked after by yourself. It is best kept in your bag.

For Your Work

- 1 Always try to do your best by having a growth mindset and resilience.
2. Show respect for others by not disturbing them whilst working.
3. Always listen to your teacher.
4. Always ask for help if you need it.
5. Homework should be your best efforts, signed by your parent / carer and handed in on time.

3. POSITIVE BEHAVIOUR STRATEGIES

A Positive Approach

We recognise the importance of a pro-active, positive approach to behaviour management. We use a whole school approach encompassing the following:

- Good planning and organisation of the school and classroom.
- Recognition and reinforcement of good behaviour and achievements in class, newsletters, Celebrating Success assemblies and our achievement walls.
- Pupil participation in decision making e.g. creating a class charter, Pupil Voice groups, Big Book planning and target setting.
- Always model rights, respect and responsibility in all of our relationships.

Restorative and Solution Focused Practice

We take, wherever possible, a non-punitive approach to resolving issues between pupils, preferring to restore good relationships where there has been conflict or harm. Through our curriculum and through whole school assemblies (including Celebrating Success, Growth Mindset and Resilience), we have a school ethos along with policies and procedures that reduce the possibility of such conflict and harm. By doing so, pupils' understanding of the consequences of inappropriate behaviour is developed as they come through the school, resulting in fewer incidents. Pupils are listened to and supported to reflect on incidents.

We believe in a positive and pro-active approach to behaviour and relationships. Examples of how we do this include; through our Values and Aims ([see Appendix 3](#)); the use of Class Charters; our traffic light system; Circle Time; Golden Time; Celebrating Success assemblies and House Point systems. More detail about these has been given below:

Class Charters

- The key focus for the charters is to meet the rights of every child and to develop a respectful relationship between all.
- Classes create their own charter to reflect their rights and actions/responsibilities that are expected.
- Charters will be revisited regularly, in discussion with the class, to ensure that all rights are being met - some aspects may need to be altered, added or removed.

Traffic Light System

- Teachers will use a system of traffic lights which will be a visual prompt for the children.
- Each child begins the day with a fresh start.
- Where children have ended the day on a 'yellow' or a 'red', parents will receive a behaviour slip informing them of any incidents. It is the expectation that this behaviour slip will be signed by all teachers, children and parents within two days.
- Teachers will have a tracking sheet to record the children's progress.
- Positive behaviours are regularly celebrated during our Celebrating Success assemblies and those children avoiding any 'yellow' or 'red' incidents will be celebrated during our 'Better Behaviour' certificate and rewarded with a 'Better Behaviour' break.

Circle Time

- Emphasises unity and equality which in turn encourages attitudes of honesty, empathy and trust.
- Taking turns to speak and join activities conveys the message of authority and control to all participants. This helps to build a feeling of safety.
- Teacher is a facilitator.
- Participation allows children to have a sense of belonging to a group they can trust.
- Structures and techniques within Circle Time teach individuals to become clear, direct and honest with one another. By learning to express feelings in a calm way, pupils are learning to develop assertive, empathetic relationships and thus learn they don't have to resort to aggressive, manipulative or withdrawn behaviour in order to have their needs met.
- Circle Time, by its effective use of a range of activities and structures aims to motivate those involved into a willingness to share thoughts and feelings in a safe environment and to initiate collective responsibility for the promotion of self-esteem and positive behaviour.
- Circle Time ensures that everyone feels valued as all personal and social achievements are elaborated on by the class group.

Golden Time

- A special time on a Thursday or Friday is offered to all pupils. Our pupils can take part in variety of activities led by teachers and pupil support assistants. The aim of this is to develop skills for learning, life and work and offer the pupils an opportunity to decide on an activity that they really want to do.
- Our philosophy is that all children start off the week with a full entitlement to Golden Time. However, there may be a period of reflection time given to those children who have struggled with their behaviour during that week.

House Points System

Awarding House points is a tradition at CKPS. Our Houses are Broom, Carrick, Castle and Traquair. House points are awarded by any member of staff and can be given out for a variety of reasons. Each House is captained by two House Captains and two Sports Captains in P7. One of the primary tasks of the House Captains is to promote and encourage good behaviour and good relationships in the school. The Houses compete over the year with cups and trophies being awarded at the end of the year to the winning Houses. The pupils are allocated a House when they start school in P1 and remain in that House until they leave. Every classroom has a House Chart on the wall on which points are accumulated. The class teachers decide how points will be allocated within their own classrooms. Pupils can gain House points for any number of things identified by the teacher at any given time e.g. neat work, homework, behaviour, holding doors open etc.

The House Captains will announce the winning house every week as part of our assembly and they may occasionally talk to the school about initiatives they are working on. They will also organise and oversee the running of 'House Afternoons'.

Promoting Positive Behaviour In The Classroom

In order to keep the pupils motivated we use a variety of systems at different points over the year. Not all systems are used all of the time. Such systems include class, individual and whole school approaches e.g. Celebrating Success assemblies, House points and Growth Mindset certificates.

Appendix 1 lists a number of ideas which have been provided and used by class teachers. This list is not exhaustive and serves as a bank of ideas for staff. Different strategies will be used as required. I.e. those most suited to the teacher, class, child involved.

4. MANAGING CHALLENGING BEHAVIOURS

The school recognises the need for inclusive classrooms incorporating our school Values and Aims ([see Appendix 3](#)), 'Assessment is for Learning', Growth Mindset and Building Resilience. This, along with flexibility, choice and, where appropriate, differentiation helps minimise challenging behaviour.

However, even in these conditions, some pupils will present with challenging behaviour. It is important to remember that all behaviour is communication and that staff differentiate between the challenging behaviour and the child.

We follow CEC staged intervention pathways of support. These are:

Staged Intervention

- **PATHWAY 1:** Needs are met and managed within the class through differentiation, peer support, use of positive behaviour strategies and support from pupil support assistants
- **PATHWAY 2:** Needs are met and managed at school level through school interventions, behaviour modification charts and working closely with parents
- **PATHWAY 3:** Needs are met and managed within school with the support of Partner Services and Agencies e.g. ASL Services, Education Welfare Officer and Educational Psychologist. We use our ASL Pathways folder and CIRCLE document to support pupils. The school will also, where necessary, refer to NHS Child and Adolescent Mental Health Services (CAMHS) and other relevant agencies who can play a crucial role in the provision of support for pupils. Such cases are taken forward through our solution-focused child planning meetings.
- **PATHWAY 4:** Needs are met and managed through placement in a specialist setting

Partnership Working

Getting It Right for every child in Edinburgh (GIRFEC) is a partnership approach to delivering children's services. GIRFEC provides a framework and methodology for achieving a multi-agency and joint-working approach. GIRFEC aims to have a network of support in place to ensure that children get the right help at the right time. At CKPS we use the GIRFEC approach in supporting children who have any additional need, including challenging behaviour. More information about GIRFEC is available at <http://www.edinburgh.gov.uk/girfec>

Support

Support aids make an important contribution to positive relationships and behaviour. Examples include:

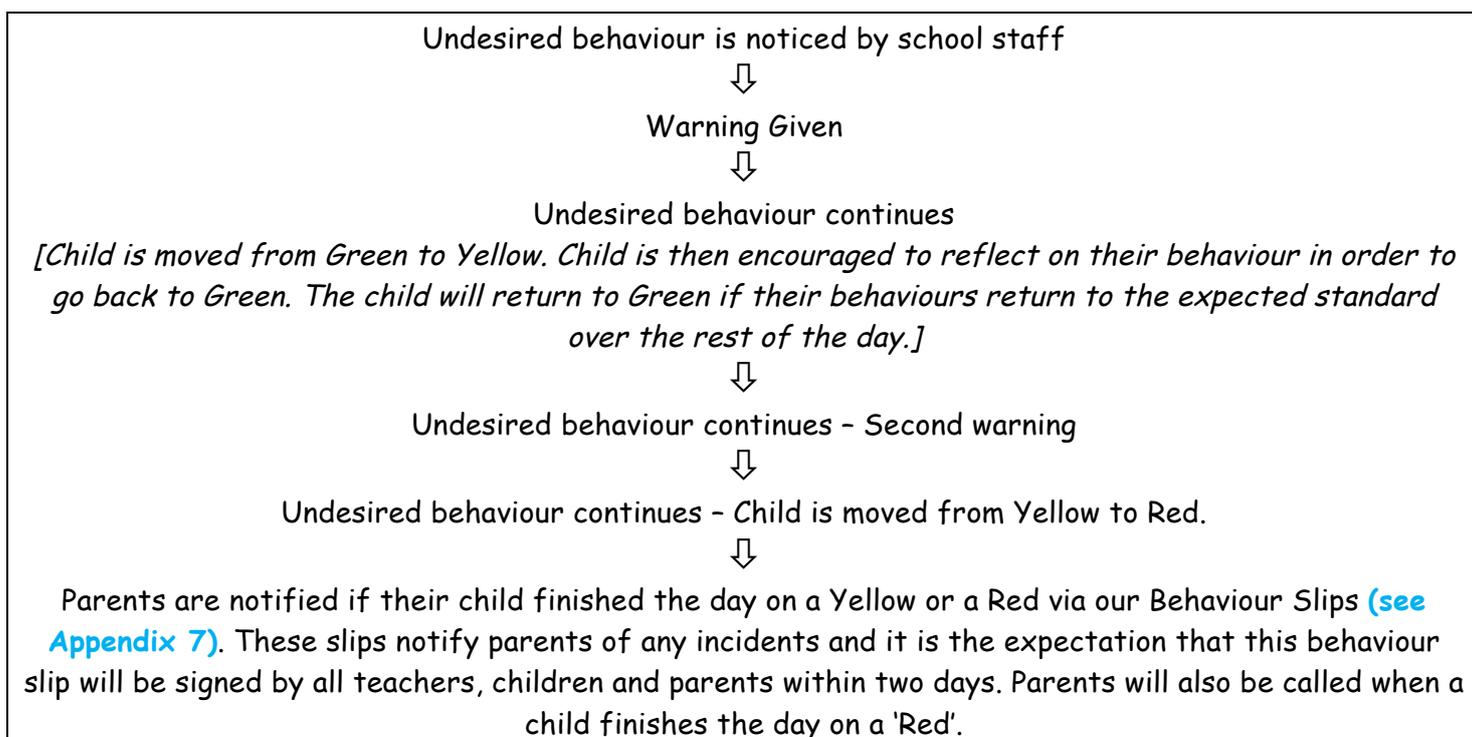
- Key staff - named person for specific pupils
- Staff being available at critical times e.g. transitions, break times, staff changeovers
- Special arrangements in place for specific pupils e.g. not lining up, lunch in classroom rather than the dining room, pupil met at the door by a pupil support assistant, adjustments to normal class timetable.

5. CONSEQUENCES

Although we aim to take a positive approach to behaviour management, there will be occasions where sanctions are appropriate. The following important considerations will always be taken into account before any sanction is given.

- a) The seriousness of the misdemeanour
- b) The frequency of the misdemeanour
- c) The extent to which the child is to blame.
- d) The child's age, health, capabilities and/or additional support needs
- e) The duty of the authority to provide a proper school education.

Traffic Light System (Protocol)



Please Note: Consideration of this process is always given to children with additional support needs where this may impact on their behaviour.

Possible Strategies for Undesirable Behaviours

- Reflection Sheets (see Appendix 4.1 and 4.2)
- Letter of apology
- Persistent/ Unfinished work completed out of school
- Possible withdrawal from certain activities

'Withdrawal from certain activities' will happen if the safety or quality of education of other pupils is likely to be compromised by their presence. It is entirely appropriate for a pupil to be removed to another class or supervised situation if his / her behaviour is compromising the education of everyone else in the class. If a pupil's behaviour is serious enough to warrant removal from class then a member of the SLT is informed. Sometimes children in the class will be taken to another area of the school if a child's behaviour makes it unsafe for them to remain there.

What Is Classed As More Serious?

- Deliberate physical attack on another pupil or adult
- Deliberate damage to property
- Lack of respect towards staff e.g. defiance, verbal abuse, insolence
- Theft
- Bullying
- Racism
- Spitting
- Swearing

Please Note: Allowances may be made for pupils with Additional Support Needs if felt appropriate to the individual pupil.

6. EXCLUSION

The school follows the CEC Guidelines on Exclusion but would seek to find alternatives to exclusion wherever possible. **Exclusion is always a last resort.**

7. REPORTING AND RECORDING OF INCIDENTS

Serious incidents or persistent bullying are recorded and stored in school (see [Appendix 5](#)) and we submit an annual return to City of Edinburgh Council regarding bullying and racist incidents.

8. RESPONSIBILITIES

Staff

All staff are responsible for

- Ensuring that the policy and procedures are followed
- Ensuring these are consistently and fairly applied and implemented

Parents and Carers

The school expects parents and carers to take responsibility for the behaviour of their child both inside and outside the school. Parents and carers are encouraged to work in partnership with the school to support and assist in maintaining high standards of behaviour. Behaviour Slips should be discussed with the child, signed by the parent and sent back to the school within two days.

Pupils

Pupils are expected to take responsibility for their own behaviour in and out of school. They are reminded of appropriate behaviour through our Values and Aims (see [Appendix 3](#)), Class Charters and our behaviour system.

All pupils are encouraged to ensure that incidents of disruption, violence, bullying, racism, homophobic language and any form of harassment are reported to school staff as soon as possible after the incident.

9. EQUALITIES

The school is committed to promoting equalities, inclusion and diversity and ensuring there is no discrimination in the application of our procedures. Our ethos is inclusive, with additional support needs taken into account. The Forrester High School Cluster 'Equality, Diversity and Anti Bullying Policy' is also available on our school website.

Appendix 1

Ideas For Promoting Positive Behaviour In The Classroom

- Verbal praise / discussion
- Stickers, stamps and certificates
- Star of the day / Special person
- Special cushion or toy giving them responsibility for the object for 1 day (keep this new and 'special')
- Individual behaviour charts
- House points
- Strategies appropriate to individual class - class and individual awards
- Class bead jar - children contribute to whole class jar - when full a reward is given
- Written praise
- Word of the week e.g. 'WOW', 'OOH', etc in jotters
- Positive comments and feedback in jotters
- Children reading out work to peers - own class or other classes
- Peer support - children helping others with tasks
- Specific stickers for good behaviour
- Good work is rewarded by stamps
- Behavioural challenges - targets set to a specific group of children may help specific discipline problems or reinforce good behaviour e.g. not interrupting - if achieved before playtime - collect a star
- Send good work to other teachers / PT / DHT / HT for praise
- Celebrating Success Certificate
- It's My Special Day
- Sharing child's work with rest of class
- Specific 'praise' stamps e.g. 'thumbs up' stamp - children respond very well
- 'Superstar of the Week' - improved work / behaviour - one certificate a week and a star hanging over their table
- Group points / tally points (individual) for certificate
- Individual stars
- 'Special Person' (Circle Time) - positive comments from the rest of the class and cuddly toy allowed home with that person for the week
- Certificates home - for learning multiplication tables, spelling etc.

- Stamps - for good work, 'thank you', 'good manners' etc.
- Letting children know we appreciate them
- Brain Breaks
- 'Drum Rolls' - whole class do this to show appreciation for someone's achievement
- Highlight good behaviour
- Special errands etc. for those who complete work or are well behaved
- Ladder to Success' or 'Wonder Wall' - star charts for whole class / group use
- Assembly - certificates • Knowing the children and treating them as individuals
- Lots of emphasis on the positive
- Raffle tickets - teacher gives tickets for various agreed targets which pupil puts into jar. Draw on Friday when child will win small prize
- Praise / Motivate / Recognise / Encourage
- Exhibit work
- Reading out work to rest of class
- Modelling good work / efforts in front of others
- Choice of activity e.g. computer etc.
- Gestures / body language / signals / personal interchange
- Symbol / stamp / drawing on work to show appreciation of it
- Reading each others' work - make comments on

Appendix 2

De-Escalation Techniques

[Taken from CEC *'Better Relationships, Better Behaviour, Better Learning' Procedures*]

Physical

- Think about your position in the room - make sure you are closest to the door. But do not stand across the doorway to block someone's exit.
- Respect personal space by keeping your distance (up to 4x more than normal) and turn your body so that you are presenting at an angle to the other person.
- Be aware of your body language - try to present with a relaxed and non-threatening stance with your hands open and visible.
- Stand on the same side as their dominant hand (reducing the likelihood that they will grab / hit out).
- Make only intermittent eye contact - more than this is threatening.
- Adopt a 'slow motion' mode to offset the natural tendency to match the other person's behaviour - i.e. talk slowly, walk slowly, move your hands slowly.
- Lower your voice and try to retain a warm and empathic tone.
- Make sure your facial expression is congruent with what you say.
- Remain calm.
- Where possible separate them from the others or remove the audience.
- Get everyone to sit down - sitting helps you to calm down.

Communication

- Listen.
- Use the young person's name.
- Give them a way out / offer 'time out' - "Would you like to take a break..?".
- Respond empathically - recognise the emotions that the young person has by naming them.
- Tell them that it's ok to have these feelings.
- Let them know specifically what behaviour is unacceptable.
- Tell them you want to hear what they have to say - "Help me to understand what you're saying to me".
- Reflect back to them - "Can I just check? I think what you're saying to me is that you are unhappy about.... Have I got that right?".
- Use problem-solving skills with the young person - "What would help right now?"
- Offer praise where you can - "Well done! You're doing really well. Keep on taking deep breaths."
- Set limits - offer choices and make them aware of consequences.
- Ask yourself, "What is this young person trying to communicate?"

Personal attributes that will help:

- Always show warmth and positive regard for children and young people
- Try to be consistent and predictable
- Be firm but fair
- Know your limits - don't make promises you can't keep and get help if you need it.

Feelings

Issues affecting the child / young person:

- All behaviour is a form of communication. The young person has something to communicate to you. Let them know that you want to listen to what they have to say and that it is the way they are communicating that is problematic. Make it clear that you are disapproving of their behaviour and not them as a person.
- 'Challenging behaviour' often meets a need for the young person. For them it is a solution - a means to an end - and not a problem.
- Under stress, the young person's survival response will dominate their actions. They are not likely to be able to reason (i.e. engage with the 'thinking' part of their brain). Attempts to appeal to their more 'sensible' self will probably be futile.

Issues affecting you:

- In response to a potential threat your defence / survival system may also have been activated - your brain will be sending signals to you to fight, flight or freeze.
- The use of de-escalation techniques is therefore counter-intuitive. It goes against our natural instinct in a threatening situation.
- You must try to appear to be calm and in control of yourself and try to engage the 'thinking' part of your brain.

What's not helpful?

Physical

Avoid

- Adopting a threatening stance or standing across the doorway to block someone's exit
- Invading the young person's space (unless you are moving towards them to help make them feel safe)
- Compromising your own safety

Communication

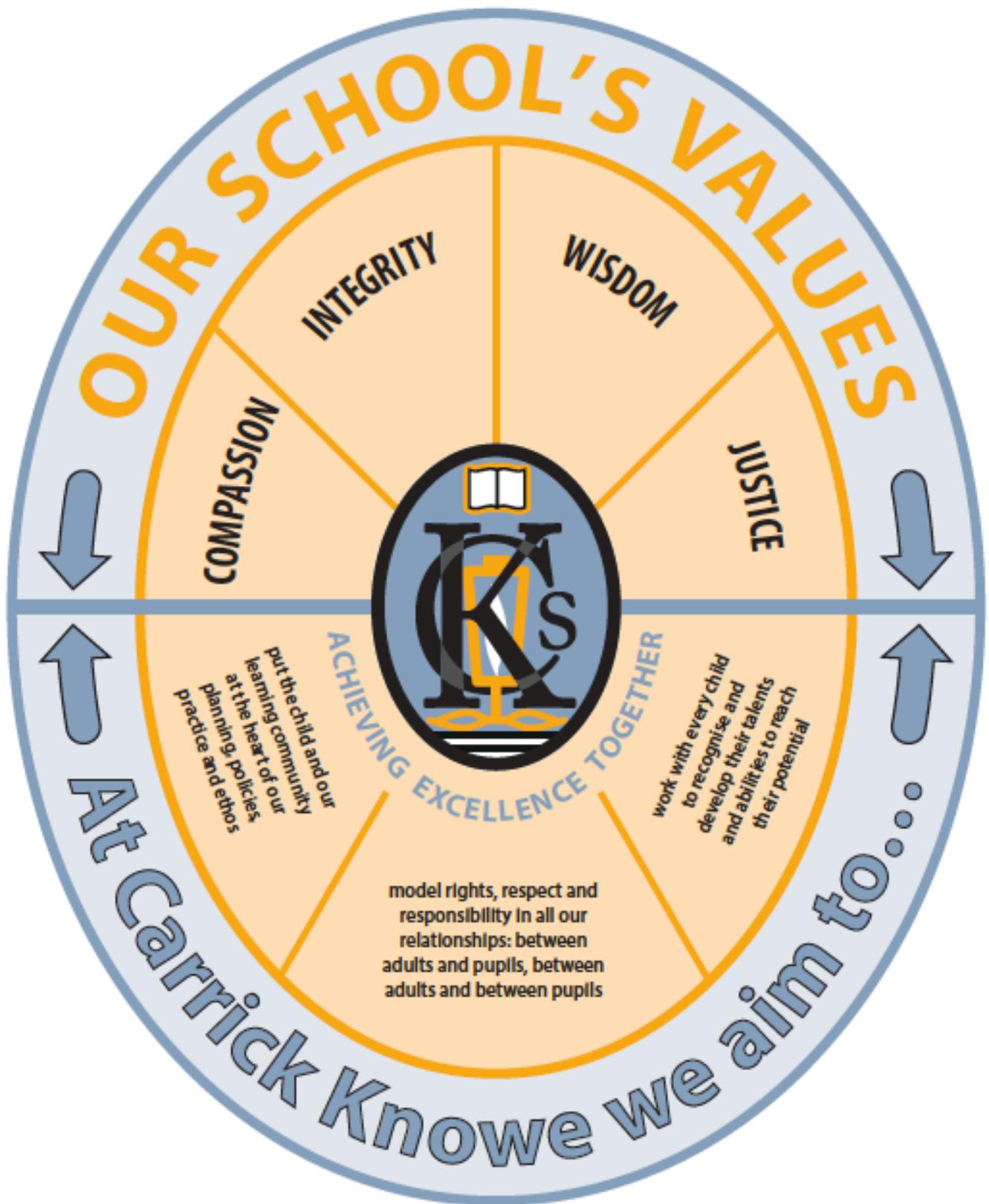
Avoid

- Shouting, threatening, preaching, arguing etc.
- Pointing or shaking your finger
- Continuing to discuss the 'issue' or to ask 'why did you do that'?
- Trying to 'win' or have the last word
- Interrupting e.g. "No, you listen to what I'm saying for a change..."
- Saying anything that might connect the young person to strong feelings of guilt or shame. This is not the time.

Feelings

Avoid

- Telling them you know how they feel
- Dismissing their feelings
- Taking it personally. Even when comments or insults are directed at you, they are not really about you. Try not to respond to them and concentrate on calming the situation down.



Oh Dear.

My behaviour outside has been unacceptable today...



Draw a picture of what happened outside.



Draw a picture of what should have happened outside.

How are you feeling?



My behaviour outside has been unacceptable today...



Write a couple of sentences to explain what happened outside.



Write a couple of sentences to explain what should have happened outside.

How are you feeling?





**Carrick Knowe
Primary School**
Pupil Incident Report



Child's Name:	Class:
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<i>Date</i>	<i>Summary and Action Taken</i>



Achieving Excellence
Together

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Andrew M Hunter

Head Teacher



22nd August 2017

Dear Parents and Carers,

I am writing to let you know about some changes we have made to the way we record behaviour, as well as trying to be more eco-friendly!

The vast majority of children at Carrick Knowe constantly show **SUPER BEHAVIOUR** in school and we feel there is no longer any need to send home weekly progress charts. However, on the rare occasion when a child's behaviour falls below acceptable standards and following feedback, we will now inform parents of any incidents on the same day, where possible, through the use of yellow and red cards. This will be in the form of a coloured note, with an explanation given. We would appreciate it if you would sign and return these to school within two days. This will help us to work together to support your child where necessary.

As always we will continue to reward good behaviour and, starting this school year, we will be awarding certificates on a termly basis.

Thank you for your co-operation.

Yours sincerely



Andrew M Hunter
Head Teacher



**Carrick Knowe
Primary School**



Behaviour Slip

Today your child received *a yellow/red card*. The reason(s) for this are detailed below. Please acknowledge the information given by signing and returning this slip within two days.

Name: _____

Date: _____

Class: _____

Teacher: _____

Reason(s) for yellow card:

Signature: _____ (child)

Signature: _____ (parent/carer)

Signature: _____ (teacher)