

Dunottar School



Positive Behaviour System



Article 28 - Every child has the right to an education. Discipline in schools must respect children's human dignity. *(Every class should have a class charter and a positive reinforcement system which is obvious and clear).*



Dunnett School **Proposed Behaviour Management System**

<u>Step</u>	<u>Recognition of Achievement</u>	<u>Support Required</u>
Step 1	<ul style="list-style-type: none"> Pupil receives verbal praise and/or recognition of their efforts through written means (Example - work shared and displayed). 	<p style="text-align: center;"><u>Restorative Discussion</u></p> <ul style="list-style-type: none"> Pupil referred to class charter as a reminder of expected behaviour. Staff member checks that pupil understands task and reinforces correct course of action.
Step 2	<p style="text-align: center;"><u>Recognition of Achievement</u></p> <p>Child receives further recognition of achievements. Examples:</p> <ul style="list-style-type: none"> House Points Head Teacher/Depute Head Teacher award - green card system Reward from positive reinforcement system for individual class. 	<p style="text-align: center;"><u>Restorative Action</u></p> <p>Discussion between class teacher and children referring to class charter and discussion about a strategy to support pupil. Examples:</p> <ul style="list-style-type: none"> Move seats to a concentration station Go to a buddy class/quieter area - time for pupils to reflect. Letter of apology
Step 3	<p style="text-align: center;"><u>Further Recognition of Achievement</u></p> <p>Example:</p> <ol style="list-style-type: none"> Achievement shared on twitter and on seesaw for parents/carers to view. Child to show their achievement at an assembly. 	<p style="text-align: center;"><u>Further Action</u></p> <p>Example:</p> <ol style="list-style-type: none"> Discussion with Head Teacher/Depute Head Teacher to address issue referring to class and whole school charter and what pupil can do to resolve issue with support, if necessary, from staff. Phone call to parent/carer. Individual Behaviour Plans may be developed. Referral/advice sought from outside agencies (i.e. Education Psychologist, Social Work, Intervention and Prevention Teacher, Pupil Support Worker, Therapist.)
Step 4	<ul style="list-style-type: none"> Press informed (if appropriate) 	<p>If issue continues:</p> <ul style="list-style-type: none"> Meeting with HT, class teacher and parents/carers to review situation. Warning of exclusion sent out to parents.
Step 5	<ul style="list-style-type: none"> Nominated for school awards at end of term (citizenship etc) 	<p>If behaviour continues to be detrimental to other pupils' ability to enjoy and exercise their rights:</p> <ol style="list-style-type: none"> Short Term Exclusion Conditional Exclusion Permanent Exclusion



Dunnottar School

Proposed Behaviour Management System

Further Guidance



General

- Each class should have a class charter which can be used to guide conversations with children during restorative discussions. Class charters should include no more than 5 rights which have been decided collectively as a class. Expectations of adults and children's actions should be identified for each right.
- Each teacher should take in their own class lines each day to welcome them and do a check-in straight away to see how pupils are.
- Every member of staff should continue to respond to issues they have witnessed or are informed about, in playground or corridors, in order to encourage positive behaviour.
- Class Teachers should share any medical/behavioural issues in their class with specialist teachers/PSA/SLT as soon as possible.
- Wet Playtimes:
 - P6 and P7 to be in cabin during wet break times and PSAs to supervise.
 - 2 monitors to support upstairs and 2 monitors to support downstairs
 - Please remind children to stay in designated class.
 - Please ensure all children are aware of activities to do during wet playtime.

Positive Behaviour Incentives (Whole School)

Green Card System

- Each class will receive a green card which is to be used to alert SLT of positive behaviour or achievements immediately.
- Examples:
 - To ask SLT to come along to classrooms to see specific activities.
 - For individual children or groups of children to go along to SLT offices and show/explain positive behaviour and achievements (i.e. show good work or an award from extra-curricular activities etc).

House Points

- Every child at Dunnottar School from P1 to 7 has been allocated a house.
- The children have been divided up into four houses: Amber, Sapphire, Emerald and Ruby.
- Children can receive house points for achievements in and out of school, behaviour, effort, work and manners.
- At the end of each week the house points are added up by the House Captains.
- The house with the most points at the end of each term, receive a special house award (i.e. bouncy castle, magician visit).



Dunnottar School **Proposed Behaviour Management System** **Restorative Approach Guidance**



Overview

Restorative approaches are crucial in addressing and dealing with behavioural issues and underpin our school motto and ethos (WE SHINE - Welcome, Engaging, Safe, Honest, Inclusive, Nurturing and Equal).

Restorative approaches are built on values which separate the person from the behaviour. They promote accountability, raising awareness of impact of choices on others and seek to repair any harm caused in a situation. Restorative conversations may happen during the school day and staff will use restorative language and questions to allow children and young people to understand the impact of their behaviours. Restorative approaches are key in developing children's emotional literacy, responsibility and empathy.

Part 1 - Preparation

Each person involved in the incident needs to be heard (individually). The following questions can be asked to each person to gain their perspective and give them an opportunity to make sense of what has happened.

- What happened? - Allow the person to tell the whole story from their point of view. What were you thinking when...? - Go back to different points of the story and ask what they were thinking.
- How were you feeling when...? After asking what the person was thinking, ask them how it made them feel. Remember that our thoughts influence how we feel, and the way we feel will affect our actions and choices.
- Who has been affected? How? - Refer to class and whole school charter to identify how the people were affected.
- What do you need to move forward? - Encourage the person to refer to the 'needs cards' and think about how that need could be met

Part 2 - Discussion

The discussion will follow the same pattern as the preparation stage. Once each child has had the restorative conversation with you, hold it again but with both children present. Each child gets to say the story from their unique perspective.

Lay out ground rules - each person will get their chance to speak. If you don't agree with what someone says, you will have a turn to say what you think happens. You don't have to agree because this isn't about attributing blame - we are looking at how we can move on.

At the end of the discussion, allow the participants to develop an agreement based around the needs they have heard and discussed. Arrange a time to review the agreement if necessary.