

# Midmill School



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## Promoting Positive Behaviour Policy & Procedures

## **Introduction**

At Midmill School we aim to develop our core values of Respect, Ambition and Working Together.

Better Relationships, Better Learning, Better Behaviour (Education Scotland, 2013) states that 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 in self-confidence, resilience and positive views about themselves.

The following articles in the United Nations Convention on the Rights of the Child (UNCRC) highlight the importance of promoting positive behaviour in Midmill School.

*ARTICLE 3: The best interests of the child must be a top priority in all things that affect children.*

*ARTICLE 12: Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.*

*ARTICLE 28: Discipline in school must respect children's dignity.*

*ARTICLE 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and their environment.*

This policy outlines the steps that are taken by all staff at Midmill School to promote positive behaviour.

## **Aims of the Policy**

To develop strong healthy relationships within the school community.

To create and promote an ethos of care and justice that makes schools safer and happier, not only through reducing conflict, but also in terms of developing active citizenship skills, good self-esteem, open communication and teamwork in students.

To allow pupils to manage their own behaviours effectively while respecting the rights of others.

## **Our Behaviour Charter**

*Midmill follow the 6 golden rules:*

- 1. We work hard*
- 2. We are kind and helpful*
- 3. We are honest*
- 4. We listen*
- 5. We are gentle*
- 6. We look after property*

## **Support Systems for Promoting Positive Behaviour**

At Midmill School we use the following strategies to promote positive behaviours:

- All teaching and non-teaching staff using praise as a sincere and prompt response to positive behaviour and achievement.
- Intrinsic rewards, house points, HT certificates and stickers for positive behaviour and achievements.
- Achievements both in and out of school setting shared at assembly, in newsletters and shown on our achievement wall.
- Whole school assemblies on moral and social issues as well as children's rights from the UNCRC.
- Use of Bounce Back resource to discuss aspects of mental, social and emotional wellbeing including positive and negative behaviours.
- Use of circle time and health and wellbeing lessons to promote emotional literacy and resilience.

## What are Restorative Approaches?

Restorative approaches support pupils and staff to build, maintain and repair relationships so that social and academic learning is maximised. The approach is based on an understanding that relationships and conflicts are not only a normal part of life, but opportunities for learning about social skills and relationships. It recognises that within a conflict there are unmet needs and underlying levels of harm that need to be addressed in order to resolve the conflict. The restorative approach enables everyone affected to process and move on by inviting them to take responsibility for the impact and to be part of the resolution of conflict or harm caused. Restorative Approaches help us differentiate between the person and their behaviour. Restorative Approaches are grounded in the understanding that individuals are responsible for their actions, and within our school community when an action has caused harm, those involved have a responsibility to put things right.

## What does this look like?

This is achieved initially by developing the children's awareness of their needs, by creating regular and timely opportunities for children to consider the impact of conflict on others. This happens during Circle Time and restorative conversations. When a conflict has taken place a prescriptive set of questions are used to stimulate children's thinking. This supports children to unpick and articulate the emotions, thought processes and actions involved in their conflicts.

During a restorative conversation the following questions would be asked:

- What happened?
- What were you thinking at the time?
- How were you feeling?
- What have you thought about since?
- Who's been affected by what has happened?
- In what way?
- What do you think needs to be done to put things right?
- How can we make sure that this doesn't happen again?
- Does anything need to happen now?

## Procedures for Managing Negative Behaviours

In consultation with pupils and staff we have agreed the following protocol when dealing with negative behaviour:

1	Verbal Warning	A member of staff will issue a warning about behaviour.
2	Second Warning	Pupil's name will be recorded by a member of staff in incident log.
3	Think sheet	Think sheet completed and sent home to parents.
4	Pupil meets with SMT	If three think sheets are sent home in one term then a meeting will be held between pupil and the Head Teacher.
5	Parents and pupil meet with member of staff	If a fourth Think sheet is sent home in one term and a meeting will be held between the pupil, their parents and the Head Teacher.

Throughout this process we will continue to support all involved. This may include partnership working with other professionals e.g. Educational Psychology Service, Mental Health Team, School Doctor etc.

In extreme cases of indiscipline ultimate sanctions which are at the disposal of the authority are exclusions. At this stage Aberdeenshire policy would be strictly followed.

## Roles and Responsibilities

In order to help pupils overcome any difficulties that may be experienced on these occasions it is important to remember that the child's whole development and welfare are the joint responsibility of school and home. It is vital that mutual and consistent caring support is given at all times. Midmill School aim to work closely with parents to support the development of all pupils.