**Tough School Promoting Positive Behaviour Policy**

**Rationale**

“I can expect my learning environment to support me to:

* Develop my self-awareness, self-worth and respect for others
* Meet challenges, manage change and build relationships
* Experience personal achievement and build my resilience and confidence
* Understand and develop my physical, mental and spiritual wellbeing and social skills
* Assess and manage risk and understand the impact of risk-taking behaviour
* Acknowledge diversity and understand that it is everybody’s responsibility to challenge discrimination”

*Curriculum for Excellence, Health and Wellbeing across Learning, 2004*

“When children and young people have good relationships, they are more likely to feel self-esteem and confidence with regard to their learning, to show resilience when faces with personal challenges and to show respect for others. Schools and their partners in whatever setting have a vital role to play in supporting young people as they develop resilience, the motivation to face and learn from setbacks and the ability to make mutually supportive relationships.”

*Building the Curriculum 4 – Skills for Learning, Life and Work, 2009*

“Restorative Justice is evolving to become an approach to conflict and wrongdoing more generally, which is based on respect for everybody involved in any given event or situation. A restorative response to harm or wrongdoing involved giving everybody a voice, valuing everybody’s unique perspective, considering everybody’s thoughts, feelings and needs and believing in people’s ability to find solutions to their own problems by working together. It is an approach that helps people move from a negative state to a more positive state, so that ideally everybody feels better after the process than they did before, about themselves, about each other and about the situation.”

*The Restorative Classroom, Belinda Hopkins, 2011*

**Aims**

To create a positive, kind, calm and purposeful ethos where all learners can:

* + Learn well,
  + Make friends and
  + Have fun!

Children and young people need to be **S**afe, **H**ealthy, **A**chieving, **N**urtured, **R**esponsible, **R**espected and **I**ncluded (also known as **SHANARRI** or the Wellbeing Indicators) to achieve their potential.

**Promoting Positive Behaviour Flowchart**

To create and maintain a positive learning environment for all learners, staff and parents, the Promoting Positive Behaviour [Flowchart](Promoting%20Positive%20Behaviour%20Flowchart.pub) will be utilised, both in and outwith class. See table below for Flowchart definitions.

|  |  |  |
| --- | --- | --- |
| Term | Definition | |
| Classroom management strategies specific to Tough School | As well as others:   * Health and Wellbeing curriculum, including: * teaching resilient thinking skills through Bounce Back. * addressing the school’s key driver of kindness through Kindness Assemblies and lessons . * House Point System – Balfluig and Tonley. * Class Dojo and pupil choice of reward. * Social stories and visual timetables using Widgits. | * Recognition of achievements at Assemblies and through display. * Encouraging responsibility at all stages. * Language of choice * Direct, non-confrontational statements * Tactical ignoring * Reminder of consequences * Liaise with Alford Campus SfL staff, Educational Psychologist, Pupil Support Worker, Intervention and Prevention Teacher, School Nurse, School Doctor/Nurse and other professionals, if appropriate. |
| Class charter | Children and adults of a class select those rights from UNCRC they agree are the most important in relation to what is done in that classroom. The process of developing a charter is as important as the end product. The process must be participatory, inclusive and build on the prior learning about the difference between wants and needs. In learning that these rights are universal, children understand that this means that their rights are connected to respecting the rights of others. | |
| Restorative Practice | A philosophy which emphasises the human wish to feel safe, to belong, to be respected and to understand and have positive relationships with others. Restorative practices:   * Build and repair relationships * Develop and maintain mutual respect * Preserve a sense of belonging, strengthen community ties * Ensure everyone is given a voice and feels heard * Empower those with conflict to resolve it for themselves * Ensure accountability * Develop empathy and conscience   The aim is for the person who shows unacceptable behaviour to recognise it, acknowledge responsibility, apologise to those harmed and to make amends. Restorative questioning has a specific sequence for the person who has been wronged and for the person who has shown unacceptable behaviour. Please see attached [parent](../../Restorative%20Practice/Restorative%20Questions%20Resource%20Pack/Restorative%20Practice%20Parents'%20Booklet.doc) booklet and [pocket](../../../../SMT/LMcA/Tough/Restorative%20Dramas/Restorative%20Practice%20Helper.docx) prompts for use in day-to-day practice.  As a result of a restorative conversation:  Consequences should be:   * fair and proportionate * clearly referenced to the reason   Consequences may include, as well as others:   * separation from group * letter of apology * withdrawal of privileges | |
| Informal behaviour plan | As well as other methods:   * Home/school diary with parent communication * Home/school week’s timetable with parent communication * Home/school communication in an agreed timeframe | |
| IEP | A behavioural IEP process at Tough School follows Aberdeenshire Council [guidelines](../../../../SMT/IEPs/AssessmentandPlanningIEPSupportPack.pdf). Key aspects of this process at Tough School involve a solution-oriented approach with staff, pupil and parent input, with full agreement on targets and techniques, systems and approaches to be used. Please see IEP folder in HT office for more information and the [blank](../../../../SMT/IEPs/IEP%20blank.docm) IEP format. | |

**Bullying**

“Research and practice experience over time have led to an emerging understanding of bullying as a complex behaviour. Bullying can be understood as behaviour which leaves people feeling helpless, frightened, anxious, depressed or humiliated. Bullying behaviours may include:

> name calling, teasing, putting down or threatening

> ignoring, leaving out or spreading rumours

> hitting, tripping, kicking

> stealing and damaging belongings

> sending abusive text, email or instant messages

> making people feel like they are being bullied or fearful of being bullied“

*Scottish Government: A National Approach to Anti-Bullying for Scotland’s Children and Young People, 2010*

“While previous research focused on the individual characteristics of ‘bullies’ and ‘victims’ there is now a much deeper understanding of the complexity of issues surrounding bullying behaviour and the dynamic nature of this social problem. We have therefore aimed to avoid labelling children and young people as bullies or victims because these labels can constrain thinking of the problem as solely a characteristic of the individual, rather than as a problem that emerges from complex social dynamics.”

*Lamb J, Pepler D, Craig W, Approach to bullying and victimization, 2009*

With the above statement in mind we will not use the labels ‘bully’ or ‘victim’ but will treat bullying as an inappropriate behaviour which will not be tolerated, must be dealt with (in an appropriate manner, as discussed in this policy) whilst also investigating the complex social dynamics to ensure the situation does not continue.

**Challenging and/or Violent Behaviour**

In a minority of cases, staff may have to deal with extremely challenging behaviour. A coordinated, planned approach will be used to provide staff with vital additional expertise and resources to meet the needs of our school community.

All abusive and violent behaviour is recorded and reported following the Aberdeenshire Guidelines.

Risk assessments are carried out if a pupil is believed to be a potential risk to themselves and/or others. Strategies, training required and procedures are identified and implemented to ensure that potential risks are at an acceptable level and that pupils can learn and play in a positive environment. The safety of all pupils and staff is of paramount importance.