

Aims:

- To create a positive and safe learning environment for staff & pupils.
- To promote that with rights come responsibilities.
- To promote positive behaviour & minimise negative behaviour through a consistent reward and sanction system.

Rationale:

Hazlehead is committed to enable our pupils to:

- Consciously take ownership & responsibility for their behaviour.
- Respect everyone's right to learn.
- Follow rules consistently

Audience: Staff, Parents, Pupils, ACC, External Agencies, HMLe

Quality Indicators:

2.1, 2.4, 3.1

“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 most likely to develop self-confidence, resilience and positive views about themselves. This applies equally to all staff in the learning community.”

(Page 5 - Better Relationships, Better Learning, Better Behaviour. Scottish Government, March 2013)

Class Teacher Guidance

- Regular and meaningful praise
- Recognise individual successes and use meaningful rewards to reinforce appropriate behaviour. Examples include:

*House Points (Max of 5 per week)

*Class Awards, e.g. Star of the Week, Secret Student

*Golden Book entries, e.g. Respectful Rabbit

*Head Teacher Awards (including Incredible Work)

Class management:

- Have high expectations of each child and provide appropriately differentiated tasks.
- Be proactive in the implementation of behaviour strategies.
- Apply sanctions in line with agreed school system.
- Establish and reinforce classroom/school rules

Be a good role model:

- Be consistent, fair, calm and patient.
- Show respect to everyone in school.
- Listen purposefully to others.

Rights and Responsibilities:

We believe that each member of our school has the following rights:

- To learn, feel safe and respected.

All rights imply and entail responsibilities. Just as teachers and adults in school have a role to play in promoting positive behaviour so do all children.

Guidance for Pupils and Parents

Each child will sign and follow a behaviour agreement each year as part of the creation of individual Class Charters.

School Motto

When you believe in yourself anything is possible.

Hazlehead School Values

- Courageous Cat
- Fairness Frog
- Opportunity Octopus
- Respectful Rabbit
- Responsible Rhino



Staged Behaviour Guidelines

Staff are asked to look for and identify possible reasons for poor behaviour. The following areas should be considered routinely:

- Is the work being offered appropriately challenging?
- Are the seating arrangements in the class appropriate?
- Is the behaviour 'out of character', if so why? Are there health issues to be investigated?
(Consider SHANARRI indicators)
- Is the climate in the classroom based on positive behaviour management?

**Behaviour Guidelines Stage 1 –
Class Based**

Examples of inappropriate behaviour	Examples of possible sanctions
<ul style="list-style-type: none"> • Disruptive • Continual talking • Interrupting • Lack of focus • Uncooperative • Inability to take turns • Poor interactions • Organisational difficulties • Lack of application • Inappropriate language and gestures 	<ul style="list-style-type: none"> • Ignore and praise positive behaviour • Wait for quiet • Non-verbal signal • Direct look • Positive re-direction • Rule/school values reminder • Change seat or place

**Behaviour Guidelines Stage 2 –
Line Manager (Depute Head Teacher)**

Examples of inappropriate behaviour	Examples of possible sanctions
<ul style="list-style-type: none"> • Emerging bullying issues • Class disruption • Continued disengagement • Inability to follow instructions • Lack of respect • Defiance • Abusive to others – verbal, physical, cyber • Concern for health and wellbeing – physical or emotional 	<ul style="list-style-type: none"> • Exclusion from activity in progress • Sent to another area, e.g. DHT room • Note in homework diary • Letter of apology • Phone call/letter to parents • Stay indoors

Behaviour Guidelines Stage 3 – Head Teacher

Examples of inappropriate behaviour	Examples of possible sanctions
<ul style="list-style-type: none"> Failure to respond to previous strategies Aggressive behaviour Racial abuse Identified persistent bullying Continued defiance Behaviour likely to injure self or others 	<ul style="list-style-type: none"> Loss of playtime(s) or lunchtime(s) Loss of privilege Letter of apology signed by parent Excluded from class (in consultation with SMT) Courting exclusion letter Appointment to discuss concerns with parents

Behaviour Guidelines Stage 4 – Involving other Agencies

Examples of inappropriate behaviour	Examples of possible sanctions
<ul style="list-style-type: none"> Serious or continued abuse or bullying Serious or continued disruption Assault on pupil or staff member 	<ul style="list-style-type: none"> Temporary loss of playtime/lunchtime Exclusion warning letter Exclusion – temporary Exclusion – conditional Request for removal from register

In all incidents involving aggressive or violent behaviour, an incident form must be completed and forwarded to the Head Teacher for further action.

In all incidents of racial abuse a Racial Incident Monitoring Form must be completed and forwarded to the Head Teacher for further action.

Available Interventions at Hazlehead

We have a number of interventions available for pupils whose behaviour has been impacted on due to social/emotional reasons.

- Adventure Aberdeen
- Mud Pies
- Kit Bag
- Seasons for Growth
- Place to Be

Supporting behaviour for pupils with Additional Support Needs

Time spent building relationships is the key for pupils with ASN due to the wide range of needs that they can present which impacts on their behaviour and how they see the behaviour of others. This relationship will be the key to resolving matters as trust will be established which can minimise the escalation of behaviour.

Whilst the general school behaviour guidelines still apply for pupils with ASN, the following information should support a positive approach for supporting the pupils with their behaviour.

Useful guidance

1. Give the pupil time to cool/calm down. This could be an activity for distraction or a quiet space to think out with the class environment.
2. Allow the pupil to explain what the issue is which has led to the incident.
3. Talk through the issue with the pupil to give them perspective.
4. Give the pupil time to discuss the incident with any other pupils involved so that everyone has their voice heard.
5. Use a solution focused approach to encourage positive next steps.
6. Avoid any confrontation and minimise raised voices as far as possible as this will only exacerbate the situation and increase the distress for the pupil.
7. Remember that defiance is not necessarily 'personal', it is more that the pupil can not move on from what has happened.

Further Guidance/Useful Websites and Links

- SHANARRI
- Bounce Back resource
- Circle Time (Jenny Mosely) <https://www.circle-time.co.uk/>
- <http://respectme.org.uk/>
- Better Relationships, Better Learning, Better Behaviour – Scottish Government <https://education.gov.scot/parentzone/Documents/BetterRelationships.pdf>