



Drumblade Primary School

Drumblade Primary Positive Behaviour System

This Positive Behaviour System enables us, as a partnership with pupils and parents to work towards our school vision by providing an appropriate environment for a successful educational environment.

Drumblade School Vision

Drumblade is a **WELCOMING** School where we **LEARN** to **REALISE** our **POTENTIAL**. We **RESPECT** and **INSPIRE** one another to achieve our **BEST**.

The Ethos

As a partnership with pupils and parents we are working together to develop a rights respecting, caring and considerate environment in which all stake holders are entitled to feel safe, secure and respected.

As self-discipline is at the heart of effective learning, learners at Drumblade Nursery and Primary School are encouraged and taught to take responsibility for their own behaviour and actions, educating them in the skills of a Restorative Approach helping them to become more resilient and prepared for life.

The responsibility for pupils Health and Wellbeing is the responsibility of all involved. Parents are actively encouraged to work in partnership with the school to ensure the Positive Behaviour System is adhered to. As Drumblade has an open door policy which welcomes parents to contact staff if needed about any issues or concerns.



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Framework for Positive Behaviour

Across the school there are charters drawn up collaboratively between staff and pupils in line with the Health and Wellbeing indicators and the Rights Respecting Articles, they are used to promote our vision for the school.

We have four main tools to underpin the delivery of Positive Behaviour across our school community:

- The Health and Wellbeing Indicators
- Rights Respecting Schools Articles
- Restorative Approaches
- An Inclusive Vision

The Health and Wellbeing Indicators

The **well-being indicators** represent eight areas where children and young people need to progress to do well now and in the future.

These are: safe, healthy, active, nurtured, achieving, respected, responsible and included.

In Drumblade Primary School these are represented as characters and named by the Nursery Pupils.

Safe Sally, **Healthy** Harry, **Active** Alfie, **Nurturing** Nicky, **Achieving** Archie, **Respected** Rosie, **Responsible** Ryan and **Included** Izzy.





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The pupils learn to use these characters in the choices they make throughout their day, this language is encouraged within their learning environment. We encourage parents to ask their child/ren about these characters at home.

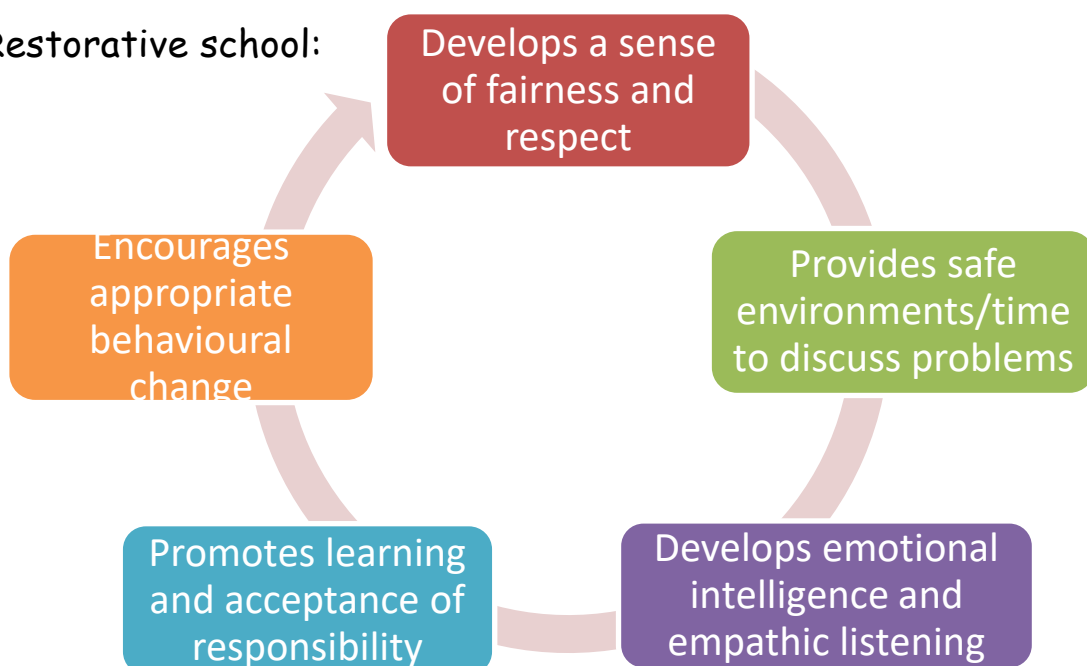
Rights Respecting School

We are registered with Rights Respecting Schools with the values of the Convention on the Rights of the Child at its heart. We are currently working towards our recognition award.

Restorative Approach

Restorative practice is a way of working with conflict that puts the focus on repairing the harm that has been done. It is an approach to conflict resolution that includes all of the parties involved and builds children's understanding of the impact of their behaviour.

A Restorative school:






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In Classrooms

Teachers and pupils agree simple, realistic rules linked with the Health and Well being indicators and the Rights of the Child Articles Producing a Class Charter that everyone agrees and signs up to, this allows quality learning and teaching to take place. These will be displayed and the Positive Behaviour Guide and the Rainbow to Storm Cloud System are displayed in classes as well. This was designed by the pupils at Drumblade to deal with any lapses of behaviour, and celebrate successes incorporating the rainbow.

POSTIVE BEHAVIOUR GUIDE			
RAINBOW	SUNSHINE	RAINY	STORMY
*Looking after younger children in the playground and the lunch hall	*Remembering your manners	*When you get a warning for being rude	*Taking away people rights
*Look out for your friends	*Staying on task	*Not focusing on your work	*Hurting someone
*Good work	*Being kind and respectful	*Not listening	*Being rude or cheeky to a teacher
*Realise potential	*Following the rules and the charter	*Not being helpful	*Bad language in or out of school
*Respecting the furniture		*Messing around in the classroom/toilet	*Physically or mentally hurting
*Listening carefully when someone is speaking		*Throwing things around the classroom	

Drumblade Positive Behaviour Guidance



You will be moved onto rainbow if you are realising your potential and helping other pupils.



You will start on the sun every day but you can get moved up or down.



The rain cloud is a warning but you can get moved back onto the sun if you start to make good choices.



You will be moved onto stormy if you have had more than one warning or have done something that has really hurt someone.





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Children if they have a lapse in behaviour are asked to have a restorative conversation explaining their understanding of their behaviour and what other action they could have taken.

Each class are using *Good Choice Jars* and pebbles and have agreed rewards - which they will receive on filling their jar.



On the occasions that a child's behaviour has meant they have not completed essential school work a teacher may ask the pupil to stay in during a part of their dinner time play to complete their work.

Whole School Approach

As a school we have agreed that being a Rights Respecting School using restorative practice means that every child has the right to be heard and listened to in a positive, calm manner.

Every class will display a *Positive Behaviour Guide*. All children will start on sunshine every day, children would be given two warnings and if they continue to display the behaviour would be moved to rain cloud. Children can move back from rain cloud but only once per day - however if this was becoming an everyday pattern a restorative conversation would be had. If the child's behaviour continued, impairing other children's right to learn, this would stay on rain cloud and lose 5 minutes *G-Time*. If it is a move to storm cloud, taking



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another person's right to feel safe away, there would be a restorative conversation, a phone call home and loss of 10 minutes G-time.

If a child's behaviour in the playground takes away other's right to play and enjoy, they will have a restorative conversation and a consequence may be given, sometimes incurring loss of play time.

Rewards used to promote positive behaviour

These are a few ways that pupils who follow the rules could receive:

- Verbal praise - quiet word, public words, positive written comments
- Non- verbal - Thumbs up, hi five, smile etc.
- Certificates, stickers
- Full G Time
- Recognition from another member of staff
- Being sent to the Head Teacher for Praise/ certificate
- House points / Rosette
- Good Choice Jars-gain a pebble

Consequences for lapses in positive behaviour

- Verbal warning
- Restorative conversation
- Loss of G Time
- Being sent to the Head Teacher
- Phone call / letter home.

Sudden and Extreme Behaviour.



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On rare occasions a child may display behaviour that disrupts the normal functioning of the class:

1. Refusal to follow instructions continually.
2. Violence
3. Abusive Behaviour

The following procedure should be followed:

1. Send another child for the Head Teacher or if the HT is not available another member of staff.
2. Either remove the child from class / or class leaving the child.
3. Give time for child to calm down - supervising, only interacting in a positive manner.
4. Hold a restorative conversation with the child when appropriate.
5. Log the incident and contact parents.

In some circumstances the incident maybe so serious as to warrant exclusion either on temporary, fixed term or permanent basis. If this is the case then the policy and procedures as laid down in 'Guide to Exclusion' Aberdeenshire Council. Particular attention should be given Aberdeenshire Council Policy on School Discipline and the use of Exclusion.

However it should be remembered that...

As a restorative and rights respecting school and Aberdeenshire Councils commitment to an inclusive approach - which focuses on Achievement for All and promoting positive



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