

The Gordon Schools

Promoting Positive Behaviour



'There can be no greater responsibility than working to improve the life chances of all our children and young people.'

John Swinney MSP
Deputy First Minister

Together Growing Succeeding

Creating A Positive Learning Environment at TGS

In The Gordon Schools (TGS) we strongly believe that by valuing positive relationships, and combining this with high quality learning, teaching and assessment, we will be able to establish and maintain positive behaviour that will lead to improved outcomes for all. This is reflected in our schools Vision and in our Positive Behaviour Expectations.

Positive Behaviour and our Vision

Together

'We treat ourselves, others and our environment with respect.'

Growing

'We learn from our experiences to help us move forward and develop.'

Succeeding

'We strive to be the best version of ourselves.'

We recognise the importance of understanding the consequences that our actions have on others and on our environment. As a result of this all colleagues at The Gordon Schools ensure to role-model positive behaviour throughout their interactions to encourage learners to maintain a high standard of behaviour. We are also continually striving to create a climate of trust to ensure that everyone in our School Community feels safe and secure during their time at TGS.

We believe that our Promoting Positive Behaviour Policy complements and supports our **Promoting Respect and Equalities Policy (PREP)**¹, the **United Nations Convention on the Rights of the Child (UNCRC)** and the **8 Health and Wellbeing indicators**, as set out in Getting It Right For Every Child (GIRFEC);

- Safe
- Healthy
- Active
- Nurtured
- Achieving
- Respect
- Responsible
- Included

We demonstrate this by ensuring that all of the decisions that we make regarding the impact of behaviour on the School Community are child-centred, and that the child's best interest is always our priority.

We also believe that our Positive Behaviour Policy allows all of our learners to fully engage with the opportunities offered by TGS, supporting them in achieving the four capacities as set out in Curriculum for Excellence; **'Responsible Citizens, Effective Contributors, Successful Learners and Confident Individuals'**.

*'A school's culture, ethos and values are fundamental to promoting positive relationships and behaviour. An inclusive ethos where everyone's contribution is valued and encouraged should be promoted. A positive ethos has been identified in school improvement studies as being fundamental to raising attainment. School's with a positive ethos promote pupil and staff participation, encourage achievement, celebrate success and have high expectations of every child and young person.'*²

¹ <https://gordonschools.aberdeenshire.sch.uk/policies/>

² Included, Engaged and Involved | Part 2

United Nations Convention on the Rights of the Child (UNCRC)

*'In June 2019, Scotland's Deputy First Minister announced the Government's intention to incorporate the UNCRC into Scot's law. This will take place by November [sic] 2021, and once in place, **any public body that does not uphold the UNCRC will be breaking the law.**'³*

Our 'Promoting Positive Behaviour policy' is underpinned by the UNCRC and has been developed to ensure that we are upholding the rights of the child at all times. At TGS, when we are implementing strategies and making decisions which celebrate success and challenge behaviour we ensure that, 'the best interests of the child,' is always our priority.

Article 3 – Best Interests of the Child

The best interests of the child must be a top priority in all decisions and actions that affect children.

*'The Convention has **54 articles** that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights **that all children everywhere are entitled to.** It also explains how adults and governments must work together to make sure all children can enjoy all their rights. **Every child has rights, whatever their ethnicity, gender, religion, language, abilities or any other status. The Convention must be seen as a whole: all the rights are linked and no right is more important than another.**'⁴*

However, Education Scotland, have identified 3 Articles which are especially relevant to education: Article 28, Article 29 and Article 30⁵.

Article 28 – Right to Education

Every child has the right to an education. Primary education must be free and ***different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights.*** Richer countries must help poorer countries achieve this.

Article 29 – Goals of Education

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 the environment.***

Article 30 – Children from Minority or Indigenous Groups

Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

We believe that our, 'Principles of Positive Behaviour at TGS,' reflect the ethos set out in these Articles and that it provides a framework for all of our learners to be able to engage with education and learning.

³ Children's Rights – What? Why? How? Education Scotland (<https://education.gov.scot/media/rwxfdsut/what-why-how-participants-booklet.pdf>)

⁴ What makes the UNCRC so special? (<https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>)

⁵ UNCRC – What Does it Mean for Me? Education Scotland

The Principles of Positive Behaviour at TGS

*'Relationships across the school community are very **positive and supportive, founded on a climate of mutual respect** within a strong sense of community, **shared values and high expectations**. All staff and partners are **proactive in promoting positive relationships** in the classroom, school grounds and wider learning community. We consider **each child and young person** as an **individual** with their own needs, risks and rights.'*⁶

- ✓ Our learners are offered learning experiences which correctly match their needs whilst providing them with the opportunity to be successful
- ✓ Learning, teaching and assessment is carefully planned to challenge learners and to sustain their motivation and attention
- ✓ Learners are supported to develop the skills required to manage their feelings and behaviour
- ✓ Colleagues take time to build caring relationships and to treat learners and each other with respect
- ✓ All colleagues are proactive in promoting positive relationships in the classroom, school grounds and in the wider learning community
- ✓ Learners are given the opportunity to reflect on the impact that their behaviour has on others and are supported to take responsibility for repairing harm when there has been conflict
- ✓ There is a climate of empowerment and trust which allows colleagues to show leadership when dealing with behaviour and to seek support when it is required
- ✓ Colleagues understand the need to consistently apply Promoting Positive Behaviour across the school in order to increase its impact
- ✓ Effective and timely communication takes place between home and school through the actions of Principal Teachers of Guidance, Faculty Heads, the Senior Leadership Team and other colleagues
- ✓ Parents and Carers are aware of Promoting Positive Behaviour and work in partnership with the school to support positive behaviour
- ✓ All professionals who work in partnership with the school consistently adopt the same principles when engaging and working with our learners
- ✓ Colleagues use, 'Staged Intervention,' to celebrate success and to support learners with their behaviour

⁶ How Good Is Our School? 4th Edition – 3.1 Ensuring Wellbeing, Equality and Inclusion (adapted)

Colleagues' Role in Promoting Positive Behaviour at TGS

The General Teaching Council for Scotland – Standard's for Full Registration

The General Teaching Council for Scotland have made clear, through the updated (2020) Standard's for Full Registration, the importance of role-modelling positive interactions and building positive relationships in order to support Positive Behaviour in the school. We can all, teaching and non-teaching colleagues, use the principles of these Standard's to give us guidance on how to support Positive Behaviour effectively.

Examples of some of the principles that we can be guided by in relation to our Professional Values, our Professional Knowledge and Understanding and our Professional Skills and Abilities are shown below.

Professional Values

Social Justice

- *Building and fostering positive relationships in the learning community.*

Trust and Respect

- *Acting and behaving in ways that develop a culture of trust and respect.*
- *Understanding wellbeing and the importance of positive and purposeful relationships to provide and ensure a safe and secure environment for all learners and colleagues within a caring and compassionate ethos.*

Integrity

- *Demonstrating kindness, honesty, courage, and wisdom.*

Professional Knowledge and Understanding

We should all demonstrate a depth of knowledge and understanding of:

- *how to take account of the social, cultural, environmental and economic context of learners and how to adapt practices accordingly.*
- *the roles and responsibilities of teachers in establishing and sustaining positive and purposeful relationships across the learning community.*

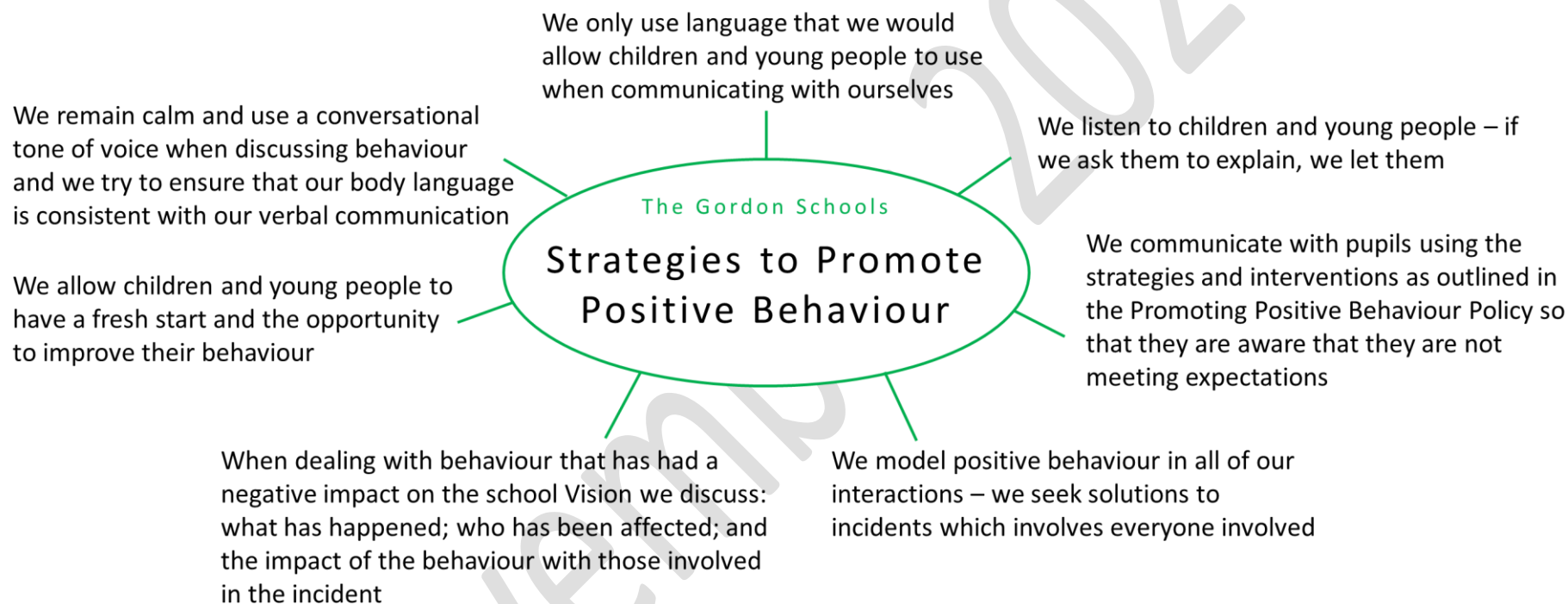
Professional Skills and Abilities

We should all demonstrate professional abilities and skills by ensuring we:

- *demonstrate care and commitment to working with every learner, embracing diversity to ensure that every learner feels welcome, included and ready to learn.*
- *recognise that childhood experiences impact on the learning and wellbeing of children and young people and actively respond in appropriate ways, seeking advice and collaborating as required.*
- *utilise and evaluate a variety of strategies to nurture caring and supportive and purposeful relationships with learners and celebrate success.*
- *communicate appropriately with every learner, modelling and promoting competence and confidence in literacy and numeracy.*
- *promote and develop positive and purposeful relationships with and between learners, colleagues, families and partners.*
- *recognise where learners with additional support needs require alternative approaches and seek support as necessary.*
- *encourage learners to respect and care for themselves, others and the natural world.*

Strategies Colleagues use to Promote Positive Behaviour at TGS

In order to foster the positive ethos that we have at TGS we use the following strategies when dealing with behaviour that has a negative impact on our school Vision of Together, Growing and Succeeding;



*'A culture where children and young people feel included, respected, safe and secure and where their achievements and contributions are valued and celebrated is essential to the development of good relationships. In order to create this environment for effective learning and teaching there should be a shared understanding of wellbeing underpinned by children's rights and a focus on positive relationships across the whole school community.'*⁷

⁷ Developing a positive whole-school ethos and culture – Relationships, Learning and Behaviour

Learners' Role in Promoting Positive Behaviour at TGS

At TGS our learners understand that their positive behaviour ensures that our positive ethos, reflected in our Vision, 'Together Growing Succeeding,' is maintained and built upon. Our learners are fully aware that they play a vital role in ensuring that our school has a welcoming and safe environment.

To help our learners understand how to contribute towards our ethos, we have identified a few key Positive Behaviour Expectations that they should adopt and follow.

The Gordon Schools Positive Behaviour Expectations

At The Gordon Schools we are all:

RESPECTFUL

- We treat everyone with respect and dignity: we only use appropriate language and we do not behave towards, or touch, others or their belongings, inappropriately.
- We treat our environment with respect: we do not deliberately cause damage to our school or our resources.
- We keep our school tidy, we always use the appropriate recycling bins for our waste and we try to avoid wasteful behaviour.

SAFE

- We ensure that our actions will not cause harm to ourselves or others.
- We follow instructions promptly to ensure that our school is a safe environment for everyone.
- We move around the school in a calm and orderly manner.
- We only eat and drink in the canteen, the John Swan Atrium and outside the school building unless given permission otherwise. We do not eat or drink in the corridor.
- We do not bring energy drinks, or any other prohibited items into school.

RESPONSIBLE

- We try our best to engage with our learning and we ask for help when required.
- We come to school, and class, on time and prepared to learn.
- We only use our mobile phones if we have been given permission⁸.
- We **report** inappropriate behaviour in order to **support** each other⁹ and our Rights.

Our learners understand that if their behaviour positively reflects our Vision and our ethos, then this will be recognised and celebrated to help reinforce our expectations.

Our learners understand that if their behaviour has a negative impact on our Vision and on our ethos, then they will be challenged and supported to change their behaviour in line with our expectations.

⁸ The Gordon Schools Mobile Phone Policy

⁹ The Gordon Schools Promoting Respect and Equalities Policy

Staged Intervention – Praise

People of all ages respond favourably to genuine praise when it is given at an appropriate time. Praise makes us feel good about ourselves and encourages us to try to do better. When used effectively, praise can be a powerful tool in minimising disruptive behaviour. In recognising and praising good behaviour, we reinforce our classroom expectations and reward those who engage positively.

There are two types of praise: informal and formal (recorded) praise. Teachers at The Gordon Schools are expected to use both formal and informal praise with learners in all year groups.

Informal

Includes verbal feedback and positive encouragement, written comments on classwork, behaviour logs and reports.

Clearly identifies why praise is being given.

Criteria

- ✓ Meeting our Positive Behaviour Expectations
- ✓ Effort
- ✓ Willingness to co-operate
- ✓ Displaying a positive attitude

Formal - Merit

Recorded on SEEMiS – only select 1 category per lesson.

Once 5 Merits have been awarded (in the same half term/term), Parents/Carers are contacted via text in order to celebrate success.

Once a further 5 Merits have been awarded (in the same half term/term) a Merit Letter is issued.

Criteria

- ✓ Consistently meeting our Promoting Positive Behaviour Expectations
- ✓ Improved Behaviour
- ✓ Consistent effort
- ✓ Improved effort in class
- ✓ Consistent co-operation
- ✓ Improved co-operation
- ✓ Consistently displaying a positive attitude
- ✓ Improved attitude
- ✓ Pupil is aware they have been given a Merit

Formal - Praise Certificate

Sent home to Parent/Carer to celebrate success

A copy kept in pupil file

Criteria

- ✓ Significant improvement in behaviour and/or effort
- ✓ Significant improvement in engagement with learning
- ✓ Excellent Assessment
- ✓ Supporting the School Community
- ✓ Supporting the Local Community
- ✓ Participation in House Activities
- ✓ Participation in Whole School Activities
- ✓ Showing leadership and being a positive role model to others

Further guidance on awarding learners with formal praise is given in, 'A TGS Guide to Using Formal Praise.'

Staged Intervention – Behaviour Support

We recognise that there are times when our learners need support with their behaviour.

We have two ways in which we give this support: informal and formal (recorded). We also recognise the importance of using intervention strategies to prevent further behaviour which has a negative impact on the school Vision and Positive Behaviour Expectations. The ways in which we implement this support, and communicate home, is shown below.

Informal

Verbal warning is given, and this may be indicated by showing learners appropriately coloured cards.

Strategies are implemented which support positive behaviour.

Criteria

- ✓ Behaviour does not meet our Promoting Positive Behaviour expectations
- ✓ Lack of engagement with learning
- ✓ Lack of co-operation
- ✓ Displaying a negative attitude

Formal - Demerit

Used to record that a pupil's behaviour has had a negative impact on Positive Behaviour Expectations ***despite the use of support strategies.***

Once 3 demerits have been issued (in the same half term/term) pupils will be spoken with by an appropriate member of staff. A further two demerits (5 demerits in total, in the same half term/term) will result in a letter being sent home.

If a further 2 demerits are issued (7 demerits in total, in the same half term/term) a parental meeting will be held to discuss and implement further support strategies as required.

Criteria

- ✓ Verbal Warning has already been given, with a clear identification of the behaviour that has resulted in the warning being given.
- ✓ Behaviour Support Strategy has been used.
- ✓ Pupil is aware that they have received a demerit

Formal - Referral

Sent to Faculty Head

Faculty Head will decide who is most appropriate person to deal with the referral e.g. Class Teacher, Faculty Head or Year Head.

Communication home – Letter

Appropriate Strategies put in place

Criteria

- ✓ Pupil has not engaged positively despite teacher strategies used and demerit given – ***during the same lesson. If a referral has been given, a demerit should not be given.***
AND/OR
- ✓ Behaviour has had significant impact on the safety of others
AND/OR
- ✓ Behaviour has caused significant disruption to the School Community

Duty Calls – At any point in the school day, colleagues can call on the Duty SLT to support with learner behaviour which impacts upon safety. An SLT duty call does not automatically equate to a demerit or a referral and any follow up should be determined on an individual basis.

Guidance on using behaviour support strategies is given in, 'A TGS Guide to Behaviour Support.'

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