

Other strategies and consequences

- Moving to another area of the classroom (another seat) or to the open area/another classroom (an agreed “time out” zone)
- Supported Break – supervised indoors with ‘thinking time’ given.
- Behaviours discussed with parents/carers.
- In cases where behaviour is persistent or extreme, the PT or HT will work with the child, their parents/carers and partner services as required to address the issues.



How do the ‘Red, Amber, Green’ traffic lights work?

Our school is a calm learning environment where most pupils make good choices. Any negative choices or behaviours are quickly addressed with a reminder about our values and rules. Staff support any incidents in a sensitive, professional manner, applying consequences as appropriate. Our ‘Red, Amber, Green’ system is used in classrooms and in the playground, and is easy for children to understand. It promotes positive behaviour through helping children to regulate their emotions and make good choices.

Everyone starts each day on the GREEN traffic light. Throughout the day children are praised for positive behaviour (linked to school rules). Children will return to ‘green’ as soon as behaviour is turned around.

If a child makes a poor choice and breaks a value or rule they will be asked to discuss their behaviour and a verbal warning will be given. Children are encouraged to ‘TURN IT AROUND’ by improving their behaviour and this will result in them returning to GREEN.

If there is no improvement, the child is reminded of the value or rule they have broken and they are made aware that they are on the AMBER traffic light. If they ‘TURN IT AROUND’ children will return to GREEN.

If there is no improvement, the value or rule is discussed again and the child is told that they are on the RED light. This results in a consequence of LOSS OF CHOOSE TIME (5 minute intervals). A record of lost CHOOSE TIME will be kept. Where this is a **regular occurrence** the Head Teacher/Principal Teacher and parents may be involved.

NB For the safety and wellbeing of all children and staff, unacceptable or dangerous behaviour will result in an immediate RED (plus other consequence if required) without going through the steps above.



Promoting Positive Behaviour

Positive Relationships & Positive Behaviour

Created in consultation with pupils and agreed by all pupils in Sept 2020.
Policy to be reviewed by

2021



Why Promote Positive Behaviour?

At Croftmalloch Primary School we have high expectations of all of our children and staff, and we promote excellent behaviour and respect for all across the school. We believe that children and staff should feel happy, safe and fully included, in an environment where everyone can develop and learn.

We understand that children are learning and part of that learning, is about knowing how to understand and regulate emotions and behaviours and to make positive choices. Our approach to teaching expected behaviours is nurturing and caring. We understand that children will make mistakes. We also know that children need and benefit from fair and consistent boundaries to enable them to learn and develop. Our approach to supporting positive behaviour uses simple, clear and consistent approaches across school..

Our Positive Behaviour approaches are rooted in our school values and the need to treat others with kindness and respect at all times.

- Be Ready (to Learn)
- Be Respectful
- Be Responsible

Children will make the wrong choice at times and engage in negative behaviours. This is a normal part of their growth and development. At these times, staff involve all parties in a 'restorative conversation' to allow the feelings of those involved to be identified and understood. Part of the restorative conversation will involve children 'making things better' by undertaking an agreed consequence and apologising for their actions. Teaching empathy for others is an important life skill for all children to develop.

What does the approach mean for our children?

- A clear set of school values and rules for everyone to follow.
- Positive behaviours consistently recognised and rewarded.
- Varied and frequent use of praise and rewards.
- A simple whole school system to help children follow the rules and 'turnaround' their behaviour if negative choice has been made- 'Red, Amber, Green' traffic lights.
- A clear system of warnings and consequences within each classroom and in the playground.
- A prompt discussion of negative choices and the affect of these on themselves and others, using 'Restorative Approaches'.
- School working closely with parents/carers to recognise positive behaviour
- School working closely with parents/carers and partner services as required to address any issues and to involve them in the 'restorative conversation' where appropriate.

How will the children be recognised, praised and rewarded?

Staff consistently reward positive behaviour through:

- Verbal praise and encouragement.
- Positive comments, stickers and stamps on work/for behaviour.
- Weekly 'Choose Time' in class – 30 minute treat each week to build social skills.
- Regular certificates for making good choices and displaying school values.
- Public praise (e.g. awards at assembly, School Blog, etc).
- Visit to Head Teacher or Principal Teacher to receive stickers, Goblet Points, praise notes, etc.
- Positive phone call/note to parents/carers to share good news.
- Communication at parent consultations and in end of year reports.
- 'Goblet of Good Manners' school points system with class rewards.

There are many other ways in which we praise and celebrate success. Teachers also develop their own systems which complement the school's approaches e.g. table points, marbles in a jar, raffle tickets, special cushions, etc.