Promoting Positive Behaviour

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1.
Introduction and Background

1.1 This publication, *'Promoting Positive Behaviour'*, articulates our commitment to the inclusion of all children and young people and our belief that they should fulfil their full potential whilst in our care. It has been informed by a range of key national and local documents in particular, Glasgow City Council's revised Additional Support for Learning policy, *'Every Child is Included'* (2009).

1.1.1 Glasgow City Council's expectation is that all children and young people, including those who come from vulnerable families and require significant input from partner agencies, will become successful learners, confident individuals, responsible citizens and effective contributors.

1.1.2 It is essential that all establishments and services recognise, endorse and share the same core values and principles and that these are reflected in and underpin the creation and maintenance of a supportive ethos and climate for all young people in every establishment.

1.2 Values

1.2.1 The expectation that all Glasgow City Council establishments will create a positive, supportive and encouraging ethos, allowing for improved relationships and behaviour, underpins the outcomes in a Curriculum for Excellence and success in learning.

1.2.2 All children and young people will experience a safe, nurturing and stimulating learning environment. Through a supportive ethos built on partnership and strong relationships, they will be encouraged to have high expectations of themselves and others, to reach their full potential and make a positive contribution to their community.

1.2.3 Values of respect, trust, fairness and equality will be promoted and shared within each establishment and its wider community. Inclusion and celebration of diversity are central to our work with children and young people. Establishments will work in partnership with the wider community to seek and expect the highest standards and aspirations for all children and young people.

1.2.4 In all educational establishments, an ethos of positive behaviour and mutual respect will be encouraged, all members will be valued and entitled to the respect of others, both within and outwith the formal learning environment. A stimulating and challenging learning environment will be created for children and young people in the recognition that this is key to effective learning and teaching. In this environment, staff will consistently promote positive behaviour and provide opportunities for children and young people to experience success.

1.2.5.   Children and young people will be encouraged to take responsibility for their learning, behaviour and achievement and to contribute effectively to their learning community. Establishments will maintain a positive ethos and create an environment which allows them to develop into responsible young citizens.

1.2.6   The important role of parents/carers in their children's learning is fully recognised. We make a firm commitment to them that we will work in close partnership to support children and young people.

1.3   Key Principles

1.3.1   Glasgow City Council is committed to the following key principles:
- To educate the whole child and develop their personal and social skills to ensure their own well being and that of others are maximised
- To provide safe and stimulating learning environments for all children and young people that enable them to reach their full potential and become successful learners, effective contributors, responsible citizens and confident individuals
- To ensure children and young people have regular opportunities to develop an understanding of their rights and responsibilities
- To develop an awareness of consequence in children and young people
- To develop a desire in all children and young people to participate positively and contribute at all times.

1.4   Ethos

1.4.1   An ethos of inclusion, equality and fairness is essential to the promotion of positive behaviour. There should be a clear understanding amongst all staff of the commitment to fostering the general well-being of all children and young people. A nurturing, healthy and safe environment can be identified by certain characteristics:
- An engaging and empowering climate for learning
- Relationships built on mutual trust and respect
- Staff support.

1.4.2   An engaging and empowering climate for learning is essential for promoting positive behaviour.

A sense of order and security is promoted at all times within an environment which is welcoming and calm, with a layout conducive to learning. Where the learning climate is positive, staff trust young people and give them responsibility. The importance of consistent application of establishment rules is emphasised. Effective planning ensures an appropriate, flexible and differentiated curriculum which meets learning needs. Glasgow City Council's revised ASL Policy, 'Every Child is Included', confirms the Council's commitment to inclusion and embraces the wider additional support needs of children and young people. A staged intervention approach is adopted, with the responsibilities of all staff in supporting the learning of all children and young people recognised. Learning and teaching approaches should enhance the experience, achievement and attainment of our most vulnerable children and young people. Learners' interests and prior knowledge and experiences should be considered. A wide range of formative strategies should be incorporated into challenging, stimulating

activities so that children and young people are motivated to take ownership of progress in their learning. Collaborative and cooperative approaches promote quality social interaction between children and young people. A suitable balance of class, group and individual learning opportunities should be offered to accommodate a range of learning styles. Children and young people should also benefit from a programme in which positive behaviour strategies are taught explicitly.

1.4.3   Relationships built on mutual trust and respect are fundamental to promoting positive behaviour.

High quality personal interaction between all members of the learning community, including parents/carers and partner agencies should be evident, so that all feel respected, included and valued. Parents and carers feel welcomed by establishments and encouraged to participate in their children's learning. Staff interactions with children and young people should show that they have a good understanding of their learning, interests and development. High expectations are shared within trusting, friendly and open relationships. With the provision of a high level of support for all, children and young people flourish in a safe environment where everyone understands their responsibilities for their care, health and well-being.

1.4.4   Staff support

Opportunities to participate in a continuous professional development programme should be offered to allow staff to develop appropriate skills. Glasgow City Council's Glasgow Online intranet site supports continuous professional development in learning and teaching for all staff. More information on classroom climate can be found on *The Teachers' Toolkit*. A Continuous Professional Development Framework is currently being developed to support children and young people with social, emotional and behavioural needs.

2.
Meeting Learning Needs through Staged Intervention

2.1 Glasgow City Council's revised Additional Support for Learning Policy, *'Every Child is Included'* (2009) which embraces the Education (Additional Support for Learning) (Scotland) 2004 and the Education (Additional Support for Learning) (Scotland) 2009, makes clear the Council's commitment to meeting the wider additional support needs of all children and young people. Many children or young people may require additional support, at some or all stages of their school careers, to ensure that barriers to learning and achievement are addressed.
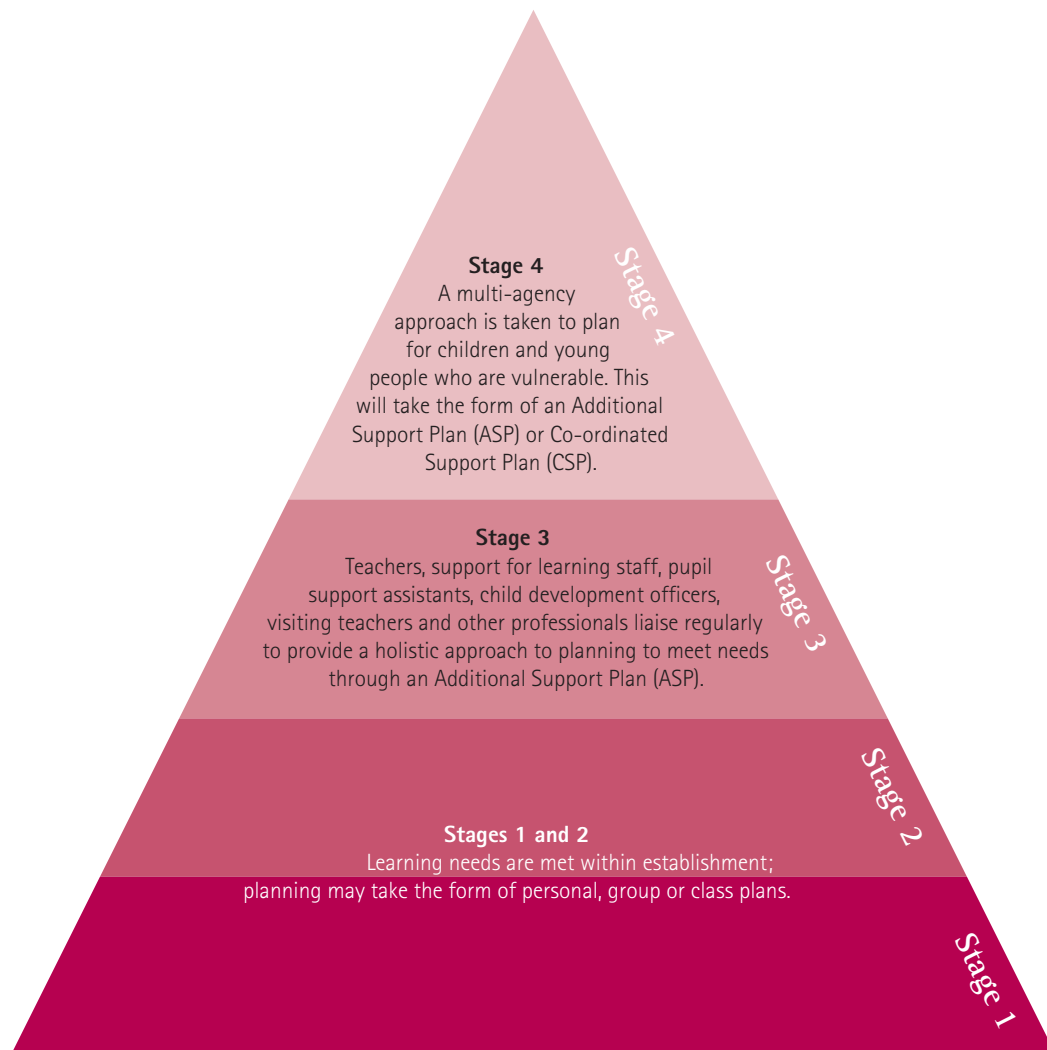
2.1.1 Barriers to learning are many and complex and can include:
- The learning environment
- Family circumstances
- Disability or health needs
- Social and emotional factors.

2.1.2 Early intervention and a co-ordinated approach by education, social services and health services are essential to address these barriers, thus allowing the most vulnerable children, young people and their families in particular, more choices and chances to achieve. Parents and their children will benefit from a multi-agency approach where professionals work in partnership to develop one integrated plan to meet the needs of the child and family. Planning to meet needs is based on the simple cycle of identifying and assessing, planning together, taking action, reviewing and identifying points for action.

2.2   The Staged Intervention Model

Stage 4
A multi-agency approach is taken to plan for children and young people who are vulnerable. This will take the form of an Additional Support Plan (ASP) or Co-ordinated Support Plan (CSP).

Stage 4

Stage 3
Teachers, support for learning staff, pupil support assistants, child development officers, visiting teachers and other professionals liaise regularly to provide a holistic approach to planning to meet needs through an Additional Support Plan (ASP).

Stage 3

Stage 2

Stages 1 and 2
Learning needs are met within establishment; planning may take the form of personal, group or class plans.

Stage 1

3.
Approaches to Positive Behaviour

3.1   A range of systematic approaches exists to promote positive behaviour based on improved relationships, engagement, motivation and emotional well-being. Successful implementation of these approaches already exists in many Glasgow City Council establishments

Systematic approaches include:
- Solution Oriented Interventions and Approaches
- Restorative Approaches
- Motivation-based Approaches
- Being Cool in School (emotional literacy/pro-social approaches)
- Nurture Groups and Nurturing Approaches
- Creating Confident Kids
- Framework for Intervention
- Towards Emotional and Social Health and Wellbeing
- Confident Staff, Confident Children
- Building Positive Relationships
- Promoting Positive Behaviour for Early Career teachers.
  (*'Included, engaged and involved'*, Scottish Govt., 2011.)

3.2   Within the ASL sector, specific ASL establishments already have in place appropriate frameworks of intervention which ensure consistent and coherent approaches to the promotion of positive behaviour. These frameworks are consistent with, and embedded within, the principles of staged intervention.

These include:
- Therapeutic Crisis Intervention (TCI)
- Crisis and Aggression Limitation Management (CALM).

3.3   Easily accessible support materials will provide advice and support to classroom and playroom practitioners in supporting positive behaviour.

4.
Roles and Responsibilities

4.1   The learning community

4.1.1   Effective learning and teaching takes place within a classroom/playroom climate where teachers/child development officers/support staff are able to create an engaging and empowering climate for learning, where children and young people display motivational energy and where high expectations of achievement and attainment permeate the life of the establishment. It is the responsibility not only of the classroom teacher/child development officer/support staff to help create such conditions within the classroom/playroom, but also of support staff, senior managers, parents and indeed children and young people themselves. Parents should encourage their children to engage positively and endorse the shared values which permeate the learning community. Emerging from these values, is the clear responsibility of senior managers, staff, children and young people and parents to promote positive relationships which result in high standards of behaviour, tolerance and respect for others. In doing so, children and young people can be helped to maintain their position at the heart of the curriculum and at the centre of learning and teaching.

4.1.2   The importance of close working relationships and a clear understanding of the complementariness and consistency of the various contributions of all staff and parents working together cannot be overestimated and provides the only and essential platform for quick and effective intervention. Clear, honest and effective communication must underpin actions.

4.2   Senior managers will:
   ■ Ensure the implementation of local and national policy in a manner which leads to enhanced provision and practice within the establishment/service where all staff are clear about their roles and responsibilities
   ■ Create a climate of mutual respect and of feeling valued, where achievement is celebrated
   ■ Ensure equality and fairness, tolerance and understanding in a consistent manner
   ■ Engage all staff in developing an ethos of achievement by promoting positive behaviour within an agreed system of rewards and sanctions
   ■ Help identify the needs of children and young people and provide a high level of support, as appropriate within Glasgow City Council's model of staged intervention, allowing them to grow and flourish in a safe environment
   ■ Collaborate with external professionals and engage with parents/carers in ensuring the best possible supports tailored to meet individual needs of children and young people
   ■ Provide access to appropriate CPD opportunities to support all staff as they work with children and young people to realise their potential.

4.3   Middle managers will:
- Enshrine the principles of Promoting Positive Behaviour in all aspects of their remit and demonstrate leadership in this area
- Promote an ethos of achievement and a climate of positive relationships within their area of responsibility
- Identify individual pastoral needs and liaise effectively with Children's Services, parents/carers to ensure the best possible supports for all children and young people.

4.4   Teaching/child development officers and support staff will:
- Recognise that all achievements are worthy of praise and recognition
- Regard every engagement with children and young people as an opportunity to demonstrate care, set or reinforce boundaries, and to create a positive learning experience
- Set rules for playrooms, classrooms, corridors and playgrounds, which are clear, fair, shared and consistent with school policies
- Ensure a safe, bully-proofed environment for working and playing
- Set a high level of professional conduct and practice in the delivery of lessons
- Give children and young people clear information about expected learning outcomes and guidance on their progress.

4.5   Children and young people will:
- Engage within the playroom/classroom and the wider learning environment in order to promote mutual respect and develop individual responsibility
- Embrace the school charter by following the rules for expected behaviours within the learning community
- Give of their very best in all aspects of their school life - developing their potential as successful learners, responsible citizens, effective contributors and confident individuals
- Respect their learning environment, remembering the rights of other learners
- Listen to others and expect to be listened to.

4.6   Parents/carers will:
- Communicate positively with establishment staff in matters affecting attendance, punctuality, homework and pastoral care
- Reinforce the policy and practice within the establishment in promoting high standards of conduct and expectation
- Engage positively in the life of the establishment through attendance at reviews, parents meetings, fundraising events and other arranged activities
- Support teaching staff and senior managers in encouraging their children to adhere to all establishment policies, in order to create a positive learning environment
- Work in partnership with staff to help address the needs of their children and develop strategies for ensuring high levels of success.

5.
Quality Assurance

5.1 Establishments are responsible for evaluating the effectiveness of all policies. Support documents exist to inform the process of self evaluation, that is, *'How Good is Our School 3'* or *'Child at the Centre 2'. 'Taking a Closer Look at Excellence'* materials from Glasgow City Council's *'Quality Assurance and Improvement Policy'* also provide a useful resource for establishments.

5.2 Education Services will evaluate the overall effectiveness of this policy by engagement with establishments during quality assurance procedures including review and by the gathering and analysis of data including attendance, exclusions and attainment. Consultation with children and young people is integral to this process.

Appendix A

Establishment Policy on
Promoting Positive Behaviour

Establishment Name inserted here

Establishment template for Promoting Positive Behaviour

(See Word document attached; to be used as pro forma by establishment.)

Glasgow City Council's *'Promoting Positive Behaviour'* articulates our commitment to the inclusion of all children and young people and our belief that they should fulfil their full potential whilst in our care. It has been informed by a range of key national and local documents in particular Glasgow City Council's revised Additional Support for Learning policy, *'Every Child is Included'* (2009).

Each establishment is required to produce and keep under a review, a policy on Promoting Positive Behaviour. This policy is derived from the Council's *'Promoting Positive Behaviour'* and will take account of the particular circumstances of this establishment.

Our school policy outlines how (***insert school, unit, establishment***) will

- educate the whole child and develop their personal and social skills to ensure their own wellbeing and that of others
- provide safe and stimulating learning environments for all children and young people that enable them to reach their full potential and become successful learners, effective contributors, responsible citizens and confident individuals
- ensure children and young people have regular opportunities to develop an understanding of their rights and responsibilities
- develop an awareness of consequence in children and young people
- develop a desire in all children and young people to participate positively and contribute at all times.

As with all our practice, it is dependent on a successful relationship with parents, carers and our children and young people. I hope you find the contents of this document helpful to you.

Signed _____

Head of Establishment

Establishment template for Promoting Positive Behaviour, continued

1.   Strategies Employed

Our school operates a range of initiatives/strategies, which allow the school to promote positive behaviour both at classroom and whole school level.

Strategies employed to create an engaging and empowering climate for learning

(School to enter own examples, for example ethos, rules, differentiated curriculum, learning and teaching approaches and so forth.)

Strategies employed to promote relationships built on mutual trust and respect

(School to enter own examples, for example staff interactions, expectations, level of support, parental participation.)

Opportunities to participate in a continuous professional development programme are offered to allow staff to develop appropriate skills *(school to enter own examples).*

Establishment template for Promoting Positive Behaviour, continued

2. Meeting Learning Needs through Staged Intervention

Our school ensures that all children and young people, including those who come from vulnerable families and require significant input from partner agencies, will become successful learners, confident individuals, responsible citizens and effective contributors.

We believe that early intervention and a co-ordinated approach by education, social services and health services are essential in enabling the most vulnerable children, young people and their families more choices and chances to achieve.

We ensure that children and young people receive support at levels required to meet their additional support needs by using Glasgow's Staged Intervention Model.

Stages 1 and 2

Learning needs are met within establishment *(school to give examples of personal, group or class plans)*.

Stage 3

Teachers, learning support staff, pupil support assistants, Chid Development Officers, visiting teachers and other professionals liaise regularly to provide a holistic approach to planning to meet needs through an Additional Support Plan (ASP) *(school to give examples)*.

Stage 4

A multi-agency approach is taken to plan for children and young people who are vulnerable. This will take the form of an Additional Support Plan (ASP) or Co-ordinated Support Plan (CSP) *(school to give examples)*.

3.   Approaches to Positive Behaviour

Within our school a range of approaches exists to promote positive behaviour based on improved relationships, engagement, motivation and emotional well-being. These include: *(school to give examples, for example Solution Oriented, Restorative Practices, The Motivated School and Social, Emotional Learning Frameworks, Being Cool in School, Nurture Groups).*

4.   Quality Assurance

The Promoting Positive Behaviour Policy will be monitored and reviewed regularly within the school's audit and review process.

Appendix B

Supporting Positive Behaviour: Strategies

Supporting Positive Behaviour: Strategies

There are many sources of support and advice available to schools and to staff. Some of these are referred to below. The material contained in this section is not exhaustive and is only included for ease of reference.

What works: systematic establishment approaches

Systematic approaches include:

- Solution Oriented Interventions and Approaches

- Restorative Approaches

- Motivation-based Approaches

- Being Cool in School (emotional literacy/pro-social approaches)

- Nurture Groups and Nurturing Approaches

- Creating Confident Kids

- Framework for Intervention

- Towards Emotional and Social Health and Wellbeing

- Confident Staff, Confident Children

- Building Positive Relationships

- Promoting Positive Behaviour for Early Career teachers.
  (*'Included, engaged and involved'*, Scottish Govt., 2011.)

Supporting Positive Behaviour: Strategies (cont'd)

What works: Some general approaches to consider
(this list is not exhaustive)

Planned Ignoring   Children or young people often seek attention with persistent low level disruption, designed to annoy you. As you ignore harmless, undesirable behaviour, it is essential to encourage, point out and praise good behaviours in either the young person or other young people.

Prompting   A reminder can be given to the child or young person to either begin a pre-planned appropriate behaviour, task or response or to stop an inappropriate behaviour, task or response. This can be done verbally with a pre-planned simple statement or non verbally with a pre-planned action.

Using Esteem Builders   A show of genuine warmth, interest, concern, encouragement or care can be enough to sustain a child or young person through the immediate problem instead of having to act out inappropriately.

Jump Starting   Sometimes it can be obvious that a child or young person is lacking the confidence to begin and/or the motivation to complete a task without help. An adult can provide the confidence to get over the first hurdle and on to learning.

Stage Coaching   Sometimes, for the child or young person, the task seems insurmountable. An adult can break it down into small, achievable stages.

Side Stepping   A change in the focus or direction of a task or indeed a complete change of task may be enough to distract or divert the child's or young person's attention and allow him/her to calm down and to remain in control and de-escalate the situation.

Time Out   Removing a distressed or distressing child or young person to a quiet, private area can help him/her to calm down, discuss the issue, possibly resolve the issue and allow for re-integration to the group.

Supporting Positive Behaviour: Strategies (cont'd)

It is important to underline what factors children and young people value which assist in managing their own behaviour. It should be noted that what is valued by children and young people completely overlaps with 'what works' for professionals and what can be evidenced through research.

What works: knowing that pupils value:

Fairness.
Acceptance and respect.
Belonging and bonding.
Choice and shared ownership and involvement.
Personal responsibility and autonomy.
Positive personal relationship with teachers.
Purposeful and challenging school work.
Confidence.
Engagement in learning.
Personal achievement in goals.
Fun while learning.
Numerous opportunities for mastery.
Recognition of effort and success.
Trust.
Variety.
Opportunity to work with others.
Safety from being embarrassed.
Understanding strategies for learning and problem solving.
Connection between learning and outside life.
Clear rules and procedures that make behavioural and learning expectations explicit.
Detailed and accurate feedback.
Extra assistance when needed.
Minimised competition.
Teachers with high and accurate expectations of their ability.
Equity in teacher's treatment of students.

What works: tips for teachers

Be humorous	Wit, jokes, making light of, putting on an act, laughing with.
Be persuasive	Negotiate, agree, compromise.
Be Safe	Safety of all is a priority. Think safe, act safe, err on the side of safety.
Be Observant	Assess the situation quickly. Is this really a pupil's disturbing behaviour or a windup/a set-up? Is this behaviour unusual? Should I communicate what has happened and if so, with whom?

Supporting Positive Behaviour: Strategies (cont'd)

Be organized
Base your approach on a simple structure:
Getting pupils into the room.
Getting pupils started.
Keep pupils moving.
Managing transitions.
Getting pupils out.
Know what is happening.
Make it your territory.
Maintain momentum in the lesson.
Have a sense of timing.
Consider the classroom layout and environment.
Give some thought to pupils grouping.
Develop some supportive routines.
Consider the impact of the curriculum.

Be ready for the...
Unexpected.
Illogical.
Surprising.

Be Persistent
Follow a situation up.
Persevere with plans for pupils.
Establish your authority style.

Be Preventative
What can be done to:
Avoid/avert upset?
Minimise the possibility of it re-occuring?

Be Communicative
Complete relevant pupil pro formae.
Speak to colleagues and SMT.
Use the staff meeting to air your concerns/thoughts/ideas.
Don't be frightened to unburden yourself/'sound off' to a colleague.
Share good practice through curricular meeting and staff meetings.

Be knowledgeable about pupils
Get to know your pupils; their background; their current situation
Get to know each pupil's likes dislikes/fears/concerns/hopes/ ambitions.

Supporting Positive Behaviour: Strategies (cont'd)

Be empathic

Actively listen, express concerns/sympathy, spend time with.
Recognise your pupils through using their names.
Show interest in pupils.
Value and respect them.
Tune into their emotions and concerns.

Be firm, fair and consistent

Clear statement of expectations, well defined and clearly understood limits.

Be aware of your own limits

Know when you are out of your depth, when you need help or support. This should be seen as a strength. Support from other staff is essential when working with challenging children.

Have high expectations

Share your expectations with pupils.
Encourage self improvement.

Be Assertive

Appear confident.

Be affirming

Use praise regularly but sparingly with older pupils.
Catch young people being good.
Give praise early in a lesson.
Avoid actions which could spoil the effects of praise.
Ensure that praise informs.
Praise for a variety of efforts and achievements.
Use praise to convey the message: your efforts are paying off.
Be genuine.
Be sensitive to the effects of public versus private praise.
Take account of the forms of praise and rewards that the pupil finds most helpful.
Use praise to complement effective teaching not to compensate for an inadequate curriculum.

Supporting Positive Behaviour: Strategies (cont'd)

What works: advice on defusing confrontations

Maintaining rapport

Keep eye contact.
Use humour.
Use distracters to divert attention.
Sit/stand side on to pupil.
Have positive expectations.
Monitor pupil reactions.
Respect the pupil's point of view.
Apologise if appropriate.
Ask for clarification.
Give pupil a chance to speak and listen.
Try to work out pupil's motive.
Make only reasonable demands.
Give frank explanation of consequences.
Calm pupil's emotions by mood matching, pacing and leading.
Use tension releasers, for example unfolding arms; taking jacket off; gentle forward movement; tilting back chair, and so forth.

Staying in control

Be patient.
Keep calm.
Respond rather than react.
Don't jump to conclusions.
Monitor your own feelings.
Control voice tone/volume/gestures.
Show anger only if controlled.
Don't take yourself too seriously.

Don't make it worse

Don't touch.
Deal only with the immediate issue.
Don't bring up the past.
Don't personalise the issue.
Avoid threatening language.
Avoid threatening gestures.

Supporting Positive Behaviour: Strategies (cont'd)

What never works: A positive ethos can be undermined by

- Belittling, demeaning, undervaluing, sarcasm.
- Directly abusive adult behaviours.
- Blocking exits (both physical and mental).
- Misusing information.
- Making statements you cannot deliver on.
- Becoming the victim.
- Losing control or appearing to lose control.
- Showing fear.
- Losing your temper.
- Getting involved in an argument.