



Promoting Positive Behaviour – Position Statement

March 2025 Update

At Colquhoun Park Primary we believe strongly that positive relationships are an essential foundation to everything we aim to achieve with our pupils. Nurturing Principles permeate our practice and our values of Honesty, Respect, Fairness and Responsibility can be fulfilled by building positive and supportive relationships. We believe that all behaviour is communication. In our school, the adults are committed to promoting positive behaviours by being positive role models.

Our practice is underpinned by Education Scotland's and East Dunbartonshire's key policies and with a clear understanding of the responsibility we have to place Children's Rights at the heart of our practice.:

- Getting It Right for Every Child
- Including Every Learner-Promoting positive relationships and managing behaviour that challenges.
- Promoting Positive Relationships, Ethos and Learning in Education Relationships, Behaviour and Learning Strategic Framework

Within our establishment, there are key and consistent strategies, routines and expectations:

Praise and Rewards

- House Points will be given in multiples of 10. These will be used around the school, playground, lunch hall, corridors etc and by **all** staff.
- WOW Tokens will **only** be used within the class.
- Class teachers should refer to Rights Respecting Committee's bank of WOW board rewards.
- Mystery movers, secret students etc can be used alongside (see Paul Dix: When the adult changes).

Procedures for managing behaviour

1. Reminder
2. Warning
3. Last chance (with consequence explained) *"I need you to (state expected behaviour) otherwise (state consequence) will happen next. Thank you."*
4. Time out/ class based consequence
5. After this stage, class teacher should also have a restorative/repair conversation with the child when both are calm and ready for this. SLT may support with this if required. Discussion will follow as to whether contact with parent is required.



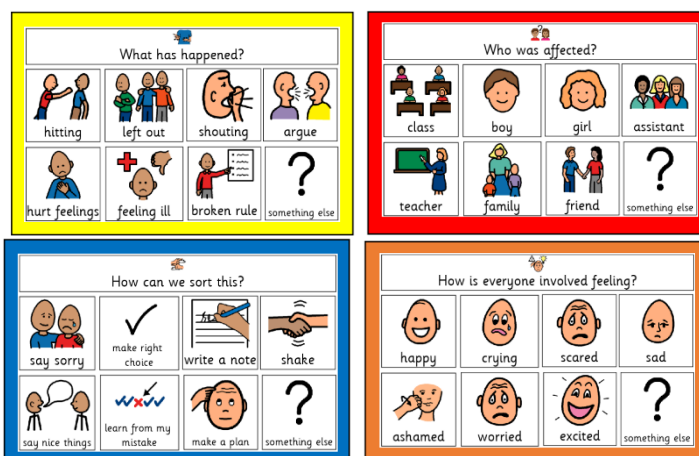
6. Refer to SLT (for similar repeated behaviour *after* class based sanction or consequence has been implemented if further incidents occur within same period.)

Each child should start afresh each day.

In situations where some behaviours are becoming consistent but not reaching escalation to SLT, a cause for concern form could be completed and emailed to SLT, to flag up low level but consistent behaviours. This can assist us in monitoring trends in behaviour and can be added to Pastoral Notes.

Restorative Conversations

- What has happened?
- Who was affected?
- How is everyone feeling?
- How can we sort this?



See Paul Dix: When the adult changes (Ch 7) Questions will be displayed on playground boards and on lanyards to help resolve conflict. Everyone to use.

Restorative Reflection

- Restorative Reflection to be completed with SLT or, where appropriate, SLT will cover class to enable Class Teacher to implement reflection.
- This will be communicated with parents and a copy will be sent home.
- Discussion between Class Teacher and SLT about whether a call home or meeting would be appropriate with family.

What can we do to promote positive behaviour?

Importance of relentless routines

- Having a structure and consistent routines shown through daily and weekly timetables displayed in classrooms. Everyone continuing to use our BoardMaker timetables.
- Having a **consistent** routine in the mornings. Consider having themes eg. Maths Mondays, Word Wednesdays, Thankful Thursdays etc or using the SAME morning check in/starter each day with meaningful tasks. This could be a time for children to complete EPIC reading, an ERIC project of their own or do their HWB check ins. A range of activity stations for groups could also be used and rotated daily.
- Consider how transitions are managed and identify specific flashpoints e.g. walking down the stairs/ after a wet play etc. Plan accordingly eg adequate supervision, calming focused activity to settle.
- Give consistent clear directions including limited language and positive assertive statements about the behaviours you require.

- Refreshing class charters each term for honest, fair, respectful and responsible discussions with children – being responsive to their needs and allowing them ownership over their classroom.
- Be familiar with the six Principles of Nurture and build this into your practice.

Health & Wellbeing

- Using Health and Wellbeing check-ins regularly in classes (at least once daily). This may be through a GlowForm, SeeSaw activity, Trash & Treasure, Feelings cards (feeling monsters etc), The Blob Tree, Types of Weather/Animals etc.
- The CIRCLE framework to ensure a whole school approach. Checklists and planning tools will provide support setting up an inclusive classroom.
- Use of Relax Kids and Mindfulness.
- Use of Nurture Princi-pals.
- Zones of Regulation – Each class should have these displayed and an area for children to use. Zones of Regulation lessons should be implemented at the start of each session and revisited termly.

Further (short) reading and strategies can be found at:

https://www.teachprimary.com/resource_uploads/recognition-not-reward1.pdf

<https://sam4blog.wordpress.com/2014/10/02/behaviour-management-reward-systems-in-the-classroom/>

<https://noakemurraypegler.wordpress.com/2014/09/27/paul-dix-behaviour-management/>

<https://www.pauldix.org/>