**Sunnyside Primary School:**

**Better Relationships, Better Learning, Better Behaviour Policy**



April 2018

**Better Relationships, Better Learning, Better Behaviour Policy & Procedures**

The staff of Sunnyside Primary School encourages the highest standards in collective and self-discipline to enable our pupils to face the challenges of the future. The ethos of the school and the planning of the broad curriculum promote the attitudes and values necessary for individual children to contribute positively to their own personal development and to that of the school. These attitudes and values are further encouraged through a system of rewards to promote the principles of A Curriculum for Excellence.

This policy is based on Clackmannanshire Council policy and views of staff, parents and pupils of the school.

It aims to support children’s emotional and social development, recognising that education is an integral and important part of the holistic development of children. Implementation of the policy should help to establish and maintain mutual respect and better relationships. The resulting better behaviour enables better learning and better holistic development.

All staff in our school (including nursery) are covered by this policy. This includes office staff and service support staff.

Every child and young person has the right to a high quality education. Positive relationships and behaviour in all aspects of school life are fundamental to enable effective teaching and learning to take place.

The school has adopted the following key principles to create a caring, learning environment:

* An ethos that values and encourages motivation and commitment amongst staff and pupils to develop positive relationships and promote shared values and appropriate communication which supports relationships.
* An environment which supports children becoming responsible for their own behaviour.
* Recognising that all behaviour is communication and that understanding what is being communicated and the underlying needs is crucial for assessing and meeting children’s needs and finding solutions.
* Promoting equalities, self-esteem, responsibility and positive relationships based on mutual respect.
* Ensuring fairness of treatment for all.
* Encouraging a sensitive response to behaviour that takes into account context and individual needs.
* Promoting early intervention and support.
* Providing a safe environment free from disruption, violence, bullying and any form of harassment for staff and pupils.
* Encouraging a positive relationship with parents and carers to develop a shared approach, involving them in the development, implementation and ongoing evaluation of the school’s policy and associated procedures.
* A commitment to self-evaluation and quality improvement involving all stakeholders.

This policy should be read in conjunction with the ‘Better Learning, Better Behaviour Procedure’ which describes how the policy will be implemented.

The **head teacher** has overall responsibility for ensuring the effective implementation of this policy. In particular, the Head teacher ensures that the concerns of pupils are elicited, listened to and appropriately addressed and that the provisions of ‘Getting it Right for Every Child’ are taken into account when working in partnership with children, families, and other professionals on issues of communication and behaviour.

**All staff** are responsible for ensuring that the policy and procedures are followed. This includes using the range of approaches detailed in Procedures to encourage positive relationships and behaviour.

**Parents and carers** are regarded by the school as key partners who are asked to work in partnership with the school to develop, implement and evaluate these policy and procedures. Parents are expected to assist in maintaining positive relationships and high standards of behaviour and are invited to raise with the school any issues arising from the operation of the policy.

**Learners** are expected to take responsibility for their own behaviour on or off the school site and will be made fully aware of the school policy, procedure and expectations. Learners also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported.

**RELATED DOCUMENTS**

* Standards in Scotland’s Schools etc Act (2000)
* Additional Support for Learning Act (2004) – amended 2009
* Parental Involvement Act 2006
* The Equality Act 2010
* UN Convention of the Rights of the Child
* Children and Young People Act 2014

**EQUALITIES AND RIGHTS IMPACT, SUSTAINABILITY IMPACT AND RISK ASSESSMENT**

Sunnyside Primary School is committed in our duty to eliminate discrimination, victimisation and harassment, advance equality of opportunity and foster good relations. We will make reasonable adjustments wherever appropriate for those individuals with ‘protected characteristics’ and of particular relevance, disability; gender; reassignment; race; religion of belief; sex or sexual orientation, pregnancy and maternity.

This includes paying due regard to cultural factors, including differences in behaviours and dress code, that are relevant in ensuring that the school’s ethos is inclusive. We also give due regard to the implications of a learner’s disability when implementing this policy and procedure.

A very small proportion of children and young people will require greater levels of support. These children need individualised support, tailored to their needs, that is developed in partnership with children, families, and other professional’s in-line with Getting it Right for Every Child (GIRFEC). With these vulnerable children the school will develop detailed plans to offer appropriate support, build on strengths, avoid behavioural triggers, encourage appropriate coping strategies, understand de-escalation techniques, and build positive relationships. Differentiated expectations and approaches in supporting behaviour and nurturing positive relationships take into account these individual needs where necessary. All physical contact is strictly according to the Physical Handling Procedure (to be published).

**Children’s rights** are protected by the UN Convention of the Rights of the Child and the Children and Young People Act 2014. There is a shared understanding in our school that these rights are unalienable entitlements which cannot be taken from children. These rights are not dependent on the child accepting certain responsibilities or on them feeling or behaving in a certain way. Children’s rights will not be withdrawn as a consequence of behaviour.

CONCERN, COMPLAINTS AND COMPLIMENTS

We recognise that there may be times when parents feel that we have not dealt well with an incident and we ask that this be brought to the Head Teacher’s notice. If early resolution at this stage is not achieved, then the matter should be referred to Clackmannanshire Council Education Services at <http://www.clacks.gov.uk/site/documents/customerfeedback/clackmannanshirecouncilscomplaintshandlingprocedure/> . We are also pleased to receive compliments from parents when things have gone well.

COMMUNICATING THIS POLICY

* We publicise our policy and procedures on the school website

We work with pupils and parents to produce user-friendly versions of our Better Relationships, Better Learning, Better Behaviour Policy

### EVALUATING AND REVIEWING OUR POLICY

* We evaluate this policy using the following measures:
* Examining staff, parents and pupils views from surveys or focus groups
* The number of incidents that are reported to staff over a given period.
* Rates of attendance, exclusions and attainment and achievement of pupils in protected groups.
* From the comments received in our comments box.
* The number of complaints and compliments that we receive from parents.
* The policy and procedures will be reviewed every 4 years.

**Procedures**

This school recognises that children are born with an urge to become independent and capable and that an ethos of inclusion with emphasis on positive relationships and behaviour are important. Whole school supportive approaches contribute to positive relationships and help to create a positive environment for all children and young people.

The purpose of this procedure is to provide clear guidance for staff in our school and assist partnership work with parents on the management of Better Relationships, Better Learning, Better Behaviour using these supportive approaches.

This procedure compliments Council Procedure and should also be read in conjunction with our ‘Better Relationships, Better Learning, Better Behaviour’ Policy.

This procedure applies to all staff in our school and encompasses

• Whole school approaches (children, all staff, parents/carers)

• Support systems

• Curriculum based lessons, activities and programmes

• Partnership working

• Professional Development

**USE OF WHOLE SCHOOL APPROACHES TO SUPPORT POSITIVE BEHAVIOUR:**

For individual teachers, good organisation, lesson planning and preparation will help to create the right environment within the classroom. Flexibility, choice and, where appropriate, differentiation will also help to support individual needs and promote positive relationships and behaviour.

However, even in these conditions, some children and young people will present with behaviour that challenges or is difficult to interpret. The school uses approaches and strategies which are designed to help prevent and de-escalate difficult situations and support needs.

The Clackmannanshire Council promotes a Restorative and Solution Focused Approach in all schools. It would therefore, be appropriate to include a brief description of what these are.

Our school adopts a number of whole school approaches to develop positive relationships and behaviour. Two of these key approaches are described below.

**Restorative Practices and Approaches** (RP) offers an approach to promoting harmonious relationships in schools and to the successful resolution of conflict and harm. RP involves describing what happened, reflecting on the impact on everyone, understanding and valuing everyone’s perspectives and agreeing a way to resolve the situation.

It covers a range of strategies including:

• developing a restorative climate in the school with activities such as peer support and circle time

• developing restorative conversations when teachers or peer mediators intervene in a situation

• developing more formal restorative meetings and conferences involving all those affected by an incident, including families where appropriate

**Solution Oriented Services / Approaches** (SOS / SOA) is a three-level, staged intervention support system for supporting pupils, parents and staff. It also provides a framework for staff to use in their day-to-day practice. It encourages a pragmatic, strengths based approach focusing on: the future, what is working well; times when the problem is either less or not there at all; and working with others to generate solutions.

**PARTNERSHIP WORKING WITH OTHER AGENCIES, PARENT/CARERS AND CHILDREN**

The school wishes to engage directly with parents and carers to foster a positive environment, maintain a consistent message, develop shared values and excellent home/school communication. We welcome parents/carers approaching the school to make an appointment with the class teacher in the first instance at the earliest opportunity if they have any concerns. Similarly, the school will keep parent/carers informed of any incidents at school regarding their children.

Getting it right for Every Child (GIRFEC) is a partnership approach to delivering children’s services. The school draws upon a network of support services to offer expert input and advice to support individual children to meet their needs and promote their well-being. GIRFEC aims to ensure that children and young people get the right help at the right time. The child and parents/carers are involved at every step of this process.

**A COMBINATION OF APPROACHES TO PROMOTE POSITIVE RELATIONSHIPS AND MEET THE NEEDS OF INDIVIDUAL OR GROUPS OF CHILDREN**

The school uses curriculum based lessons and activities that contribute to positive relationships and behaviour. This includes lessons related to

• Citizenship / participation lessons / activities

• Emotional health and well being

• Physical health and well-being / healthy living

• Empathy and emotional intelligence

• Confidence and self esteem

• Diversity

• Anti-Bullying

• Environmental / green projects or lessons

These are often delivered to whole classes over a set number of weeks and can provide a focus for pupils to explore issues and reflect on their emotions. Curricular programmes can contribute to aspects of a child’s well-being and resilience. The school at times may use an alternative, flexible curriculum that supports children with additional support needs to engage with the curriculum.

The Children and Young People Scotland Act 2014 placed a statutory requirement that all children’s services were designed and delivered to take account of children and young people’s rights.

The above is a resource which aims to develop participants' knowledge and understanding of the United Nations Convention on the Rights of the Child (UNCRC) with the purpose of promoting rights-based values, attitudes, skills and practices among those adults who have a duty of care for children and young people.

 ‘Rights’ is embedded in the curriculum by ensuring that:

• Rights-respecting values underpin leadership and management

• The school has a rights-respecting ethos

• Children are empowered to become active citizens and learners

• Opportunities are provided for children and young people to develop an understanding

 of their rights and responsibilities

• Staff are modelling respectful relationships and behaviour

**Other approaches used include:**

* Anti-bullying programme
* Nurture groups
* Peer to peer conflict explored through opportunities to engage with positive
* approaches
* Assertive discipline – e.g. catching children getting it right. We model ‘good choices’ and regularly praise our pupils and ‘catch them being good’. Staff use the ‘language of choice’, which encourages pupils to take responsibility for their own behaviour, through which we aim to build each pupil’s self-esteem. Staff use a variety of strategies and incentives to promote positive behaviour in their classrooms e.g. star charts, table points etc.
* Houses **-** Pupils have been organised into one of four Houses; Ben Cleuch, Dumyat, Inglewood, Ochil. Pupils earn points for displaying good citizenship character traits. Each month, the house with the most points, is awarded the ‘House Trophy’ at assembly and enjoy an extra 5 minutes break that day. The trophy is displayed in our trophy cabinet along with their house colours. At the end of the year the most successful House has their name engraved on the trophy and an additional reward, decided by the SMT and the Pupil Council, presented.
* Rewardsare a very powerful tool for teachers to use. The general practice of classroom management involves many rewards being given to children on a daily basis. These include:
	+ Verbal praise and smiles
	+ Encouraging peer praise
	+ Written remarks about good work
	+ Stickers, stamps and certificates
	+ Sending the children to other classes / teachers to show work or celebrate effort
	+ Sending children to the Head Teacher for praise and a Head Teacher’s Award sticker
	+ Recognition of pupil achievements and good behaviour are acknowledged and rewarded each week throughout the school
	+ Reports are an important vehicle to communicate successes and next steps
	+ Displays of knowledge, effort and excellent work in classes
* Star Pupil Award **-** Monthly, teachers will be asked to nominate a child from their class to receive a special certificate and recognition at assembly. This award is given for personal achievement related to excellence in learning or citizenship. A record of individuals who achieved star pupil awards is displayed at the school office
* Golden Time **-** Every Friday staff organise a variety of golden time activities for the pupils to choose from. This is a fun and educational time. We hope all pupils ‘choose’ to earn and enjoy all 40 minutes of their golden time by following our school rules. They do so by earning a maximum of 10 minutes per day. This means that every day is a fresh start.

In some classes, particularly early years, the class teacher may choose to have smaller amounts of golden time at the end of each day. This helps younger pupils learn rewards and consequences.

Class teachers will record the reasons why pupils have not achieved their full 40 minutes of golden time and pupils will discuss these with members of the senior leadership team. These discussions will be in-line with our Restorative Approach.

Every week is viewed as a new beginning and a fresh start. Positive choices and behaviour will be recognised and acknowledged by all staff through praise, house points, stickers, Superstar certificates etc. In exceptional circumstances it may be appropriate for a pupil to earn back golden time at the teacher’s discretion.

* Circle Time - is an opportunity for pupils to share ideas, experiences, thoughts and feelings with their peers and staff in a safe and supportive environment. Class teachers will ensure that this takes place at least once per week.
* Playground Support Groups - Some children find playtime a challenge for a variety of reasons. They are given time to talk and play games in a supervised area which provides them with the opportunity to practice their social skills in a supportive and interactive group situation.
* Catch-up - supervised, support time for pupils during the morning break who have not completed their homework or who need time out from the playground. They are given the opportunity to ‘catch up’ to ensure learning targets are met. Staff use their professional judgement to decide whether catch up, a reduction in golden time or a reflective exercise is appropriate. If pupils are consistently at catch up, their parents are informed.
* Consequences - a record is kept of times when pupils have ‘chosen’ to ignore the rules on our behaviour tracking sheet *(Appendix 2)*. We rely on our home / school partnerships to help find the best way to reach a positive solution. Many incidents are quickly resolved. However, some issues are more complex. When necessary, the school will consult other professional agencies and meet and discuss with families how we can best support each pupil’s individual needs.
* Time out in paired classroom - used to help defuse a situation and gives a pupil time to reflect and think about making positive choices. A blue card, used to request support from another colleague for time out, is located in every classroom beside the classroom door. The blue card is given to the pupil and they take it to a paired classroom, with a partner for support. Teachers keep a record of the pupils who come to them for a ‘time out’. The senior leadership team monitor this and address any concerns.
* Red Card System - used in case of an emergency or serious misbehaviour of a pupil and is located in every classroom beside the classroom door. The red card is sent to the office and a promoted member of staff will attend immediately.

Note: it may be appropriate in exceptional circumstances to remove the rest of the class while the teacher waits for assistance.

* Children requiring additional behaviour support - through extreme behaviour, pupils let staff know they need help. Building better relationships, improving behaviour and providing flexible creative curriculum programmes are the basis for alternative strategies to exclusions. Early identification of pupils at risk of exclusion is an essential part of meeting pupils’ needs.

The following strategies may be used to address challenging behaviour:

• assessment of additional support needs

• referral to specific support services, such as the educational psychologist, education welfare service, social services or child and adolescent mental health services

• involvement of inclusion services

• a change of class

• hosting or a temporary placement

• a managed move to another school

Exclusion is always the last resort and the school must consult the *Positive Behaviour, Attendance and Exclusion Guidelines before* proceeding.

Exclusion should only be used when:

• the exclusion is the last of a series of persistent events or when difficulties have escalated over a period of time and where all appropriate support procedures and use of external agencies have previously been used

• the exclusion is a response to a single breach of discipline which is **so serious** that exclusion is appropriate

**INTERVENTIONS TARGETED AT PARTICULAR YOUNG PEOPLE WITH BEHAVIOURAL NEEDS:**

We provide support that meets children’s needs and identifies additional support needs as early as possible in order to prevent further difficulties developing later. Most needs can be met within provision available in class. The school follows the Department’s arrangements for identifying and meeting additional support needs by working in close partnership with the parents/carers, the pupil concerned, and other services in contact with them. The Council’s structured and progressive approach to identify, assess and meet learners’ additional support needs through a staged intervention model provides an effective process for identifying support and ensures a proportionate use of resources and enables effective planning and the best use of wider supports outwith the school.

The aim of Staged Intervention is to identify children’s needs and to suggest ways in which these needs could be met effectively:

Stage 1 (universal planning and support):

* ensure work is set at an appropriate level
* discuss concerns with the pupil and act on any concerns
* involve the parents or carers and colleagues in school (possibly including the Support for Learning team) work together to ascertain if there are any changes in circumstances, difficulties at home or school that can be addressed in order to help the pupil access their education
* Implement support strategies and monitor progress; if necessary, progress to stage 2

Stage 2 (enhanced planning and support):

* discuss strategies with our Support for Learning Teacher, colleagues and professionals from a partner service or agency already working in school
* a pupil support plan which highlights the intended outcomes and actions required to meet needs
* implement support strategies and monitor progress; if necessary, progress to stage 3

Stage 3 (targeted planning and support):

* an individual education plan or a pupil support plan with multi-agency support
* work with partnership services and agencies to further develop specific behaviour strategies to allow the pupil to access education, as their behaviour is a barrier to their learning
* Implement support strategies and monitor progress; if necessary, progress to stage 2

Stage 4 (Intensive planning and support)

* where there is a requirement for ongoing, highly individualised and adapted curriculum which is different to that of their peers for at least 80% of the school day within the mainstream establishment. Possibly a requirement for access to flexible curriculum opportunities.
* an individual education plan or a pupil support plan with multi-agency support; consider a CSP (co-ordinated support plan)

**Strategies in place to deal with incidents and the identification of key staff who may respond to individual children who are vulnerable**

The school recognises that supporting children and young people with their behaviour requires

• Acknowledgement that all behaviour is communication.

• Understanding how a child’s needs might impact on behaviour

• Identifying any known **'triggers' and early warning signs**

• Considering the environment, body language and speech in this process

• Intervening early if warning signs are detected to prevent a situation from deteriorating.

We ask the child “what’s wrong” and listen to their response and act appropriately. Once the reason and purpose for the child’s behaviour is known we explore how we can develop appropriate support or adaptations to address the issue by promoting well-being, offering coping strategies and agreeing constructive solutions.

When a challenging situation develops our main objective is to reduce the level of arousal. The school uses De-escalation Techniques.

The school takes advantage of the following continuous professional development to allow staff to develop appropriate skills. The Head Teacher ensures that staff are enabled to access this Professional Development.

* Attachment Promoting Skills
* Challenging Behaviour: Strategies to meet the needs of learners with additional support needs in Primary / Early Years
* Emotions Work: a support tool to help children to communicate about emotions
* Equalities training
* Neuro-sequential model in Education
* Resilience Building in Children and Young People
* Restorative Approaches
* Rights Respecting Schools
* Solution Focused Approaches – an introductory course
* Solution Focused Child Planning Meetings
* Feel, Think, Do: Promoting Emotional Well-being
* Understanding and Managing Challenging Behaviour

**5. RESPONSIBILITIES**

All staff implementing these procedures have responsibilities under **The Equality Act** 2010. Having due regard for advancing equality includes

• Removing or minimising disadvantages suffered by people due to their protected characteristics.

• Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.

This may be particularly pertinent when supporting a child whose cultural factors or additional support needs give rise to differentiated approaches in supporting relationships, behaviour and learning.

**6. POLICY BASE**

The procedure has been developed to implement the school’s “Better Relationships, Better Learning, Better Behaviour” Policy

**7. ASSOCIATED DOCUMENTS**

This policy links with a number of other school and Council policies and procedures:

• Additional Support for Learning Policy

• Complaints Policy

• Equality and Rights Policy

• Child Protection Policy

• Physical Handling Procedures

**8. RECORD KEEPING**

The school records any incidents of behaviour requiring significant support on the school database called SEEMIS. Details will include an interpretation of events by different parties (including the child), possible triggers, an evaluation of how the incident was managed and ‘lessons learned’ to help prevent or better deal with a similar incident arising again. The Senior Leadership Team reviews these records of incidents on a regular basis.

**APPENDIX ONE: Behaviour Tracking Sheet**

**Class: Teacher: Week Beginning:**

Where appropriate, use the ‘Language of choice’ to clarify the positive and negative consequences of children’s choices. If the child continues to break the Golden Rules . . . .

1) If a child receives a verbal warning (W), write their name on tracking sheet and circle the ‘W’ on the appropriate day

2) For any child who has not earned GT please record the amount not earned and the reason for this

3) If a child is not able to earn more than 10 minutes they should be sent to see a member of SMT on a Friday to discuss.

4) Where children are routinely sent to see SMT a letter will be sent home and/or a meeting arranged with the parents/ carers.

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| **Name** | Monday | Tuesday | Wednesday | Thursday |
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Every Friday morning please send the Behaviour Tracking and Reason sheet to a member of the Senior Leadership Team