

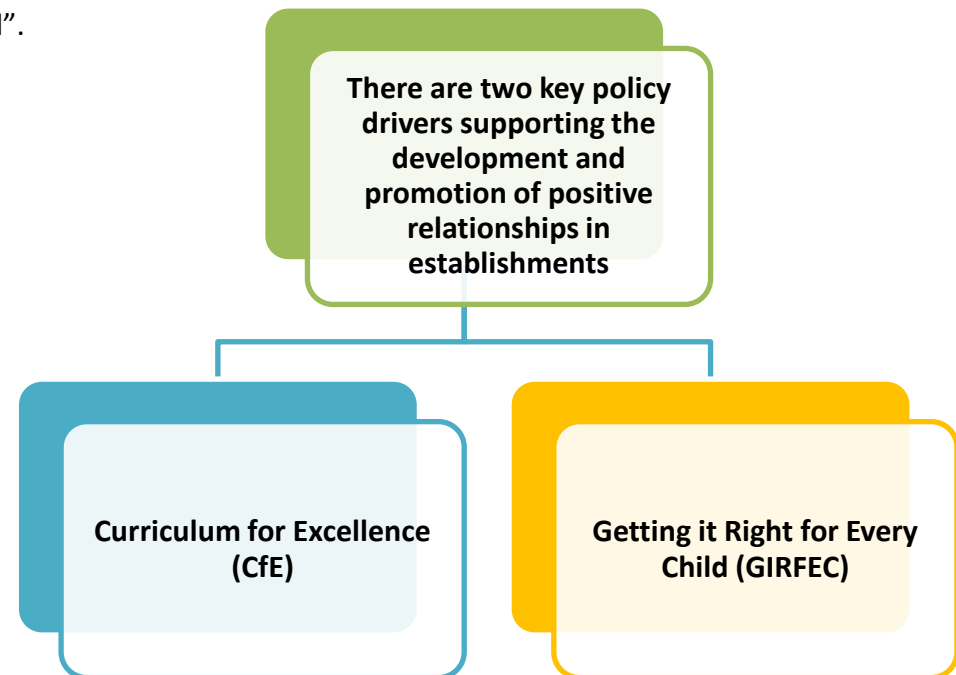
GEORGETOWN PRIMARY

EMOTION RESPONSE BEHAVIOUR POLICY



Our Ethos

At Georgetown Primary, we recognise that understanding our emotions is a key aspect of understanding and managing behaviour. Through Emotion Works and being acutely aware of social and emotional issues, both children and adults are able to manage their behaviour and to create an environment that is conducive to learning, building positive relationships between children, staff and children with their peers. We understand that part of our role, in partnership with home, is to help pupils to understand what is right and wrong. Underpinning the behaviour policy is the belief that everyone, with the right support, can learn to self-manage/self-regulate their own emotions and behaviour. Through the use of Emotion Works, we encourage reflective thinking and do not accept prejudice in any form. Ultimately, we wish to give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences, hopefully beyond school and into the “real” world”.



Developing good relationships and positive behaviour in the classroom, playground and wider community is essential for creating the right environment for effective learning and teaching. Where children and young people feel included, respected, safe and secure and when their achievements and contributions are valued and celebrated, they are more likely to develop self-confidence, resilience and positive views about themselves. This applies equally to all staff in the learning community.

Within CfE **all staff are expected to be proactive in promoting positive relationships and behaviour in the classroom, playground and the wider community.** Here at Georgetown we incorporate the Six Principles of Nurture into our relationships and classrooms. There are specific experiences and outcomes in Health and Wellbeing which are the responsibility of all practitioners, who have a role in:

Establishing open, positive, supporting relationships across the community, where children will feel that they're listened to and where they feel secure and able to discuss sensitive aspects of their lives.

Promoting a climate in which children feel safe and secure.

Modelling behaviour which promotes health and wellbeing and encouraging it in others.

Being sensitive and responsive to the wellbeing of each child and young person.

Using learning and teaching methodologies which promote effective learning.

All staff within our school share a responsibility for identifying the care and wellbeing needs of children and young people, and the GIRFEC approach provides a structured framework to help staff work together to assess these needs.

Georgetown Primary is committed to the emotional mental health and well-being of its staff, pupils and parents/carers. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that support the social, emotional and mental health of the whole school community.

Our staff treat all children with unconditional respect and have high expectations for both adults' and children's learning and social behaviours. Our school is calm and purposeful. It prides itself on excellent relationships and high level of care. We understand that positive behaviour can be taught and needs to be modelled. We understand that negative behaviour can signal a need for support which we will provide without diluting our expectations.

Policy Aims

To maintain a caring, orderly community in which effective learning can take place and where there is mutual respect between members

To help children develop a sense of worth, identity and achievement.

To help all children to become self-disciplined, able to accept responsibility for their own actions and make positive choices.

To develop in all children the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving

We hope to achieve these aims through an Emotion Response behaviour policy based on rights, responsibilities and respect. Praise, rewards, privileges, and positive role-modelling support the development of self-discipline and the capacity to make positive choices. Our ethos builds relationships by recognising every child as an individual, building self-esteem, self-confidence and self-awareness. Our curriculum allows each individual to follow a pathway of learning that builds on their interests and strengths and supports their academic aspiration. Our approach to learning supports recognition and inclusion for all within the local, national and international community. Our work with the community builds sustainability in relationships and connects our students with relevant learning opportunities.

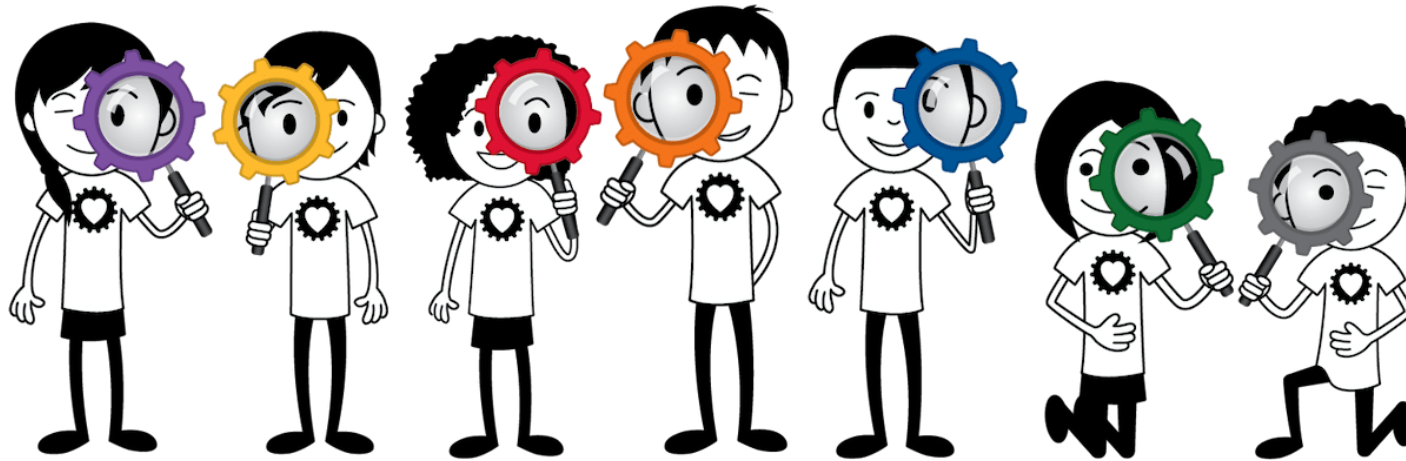
Emotion Works Approach

Our School takes a non-judgemental, curious and holistic stance when trying to make sense of behaviour; ensuring opportunities for restorative practice. Through the consistent use of Emotion Works & The Six Principles of Nurture in our daily practice, we aim to make our pupils more emotionally aware and provide them with the strategies required to face our ever changing world.



Our staff and children understand:

- Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).
- Behaviour is a form of communication. We view behaviour as a communication of an emotional need (whether conscious or unconscious), and we will respond accordingly.
- Taking a non-judgmental, curious and empathic attitude towards behaviour. We encourage all adults in schools to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself.
- Children with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support, this may include nurture sessions, positive behaviour plans and involving multi-agency support.
- Putting relationships first. This requires a school ethos that promotes strong relationships between staff, pupils and their parents/carers. It also relies on creating a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community.
- Maintaining clear boundaries and expectations around behaviour. Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help pupils feel safe, their educational environment needs to be high in both nurture and structure. Pupils need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment. Natural rewards and consequences that can follow certain behaviours are made explicit, without the need to enforce 'sanctions' that can shame and ostracise pupil from their peers, school community and family, leading to potentially more negative behaviour. Each stage within the school has consulted with pupils regarding positive behaviour and have developed a clear and concise flow chart to support all of our pupils and staff.
- Not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of pupils are within their control.
- Encouraging parental engagement and involvement is absolutely crucial when addressing and planning support for pupil's social and emotional needs. Through regular use of Emotion Works, The Six Principles of Nurture and parent sharing event, parents are regularly updated with strategies and support. We respond appropriately and aim for timely interventions, supported by Emotion works, Staff, Pupils, Parents/Carers and Partners from outside agencies.



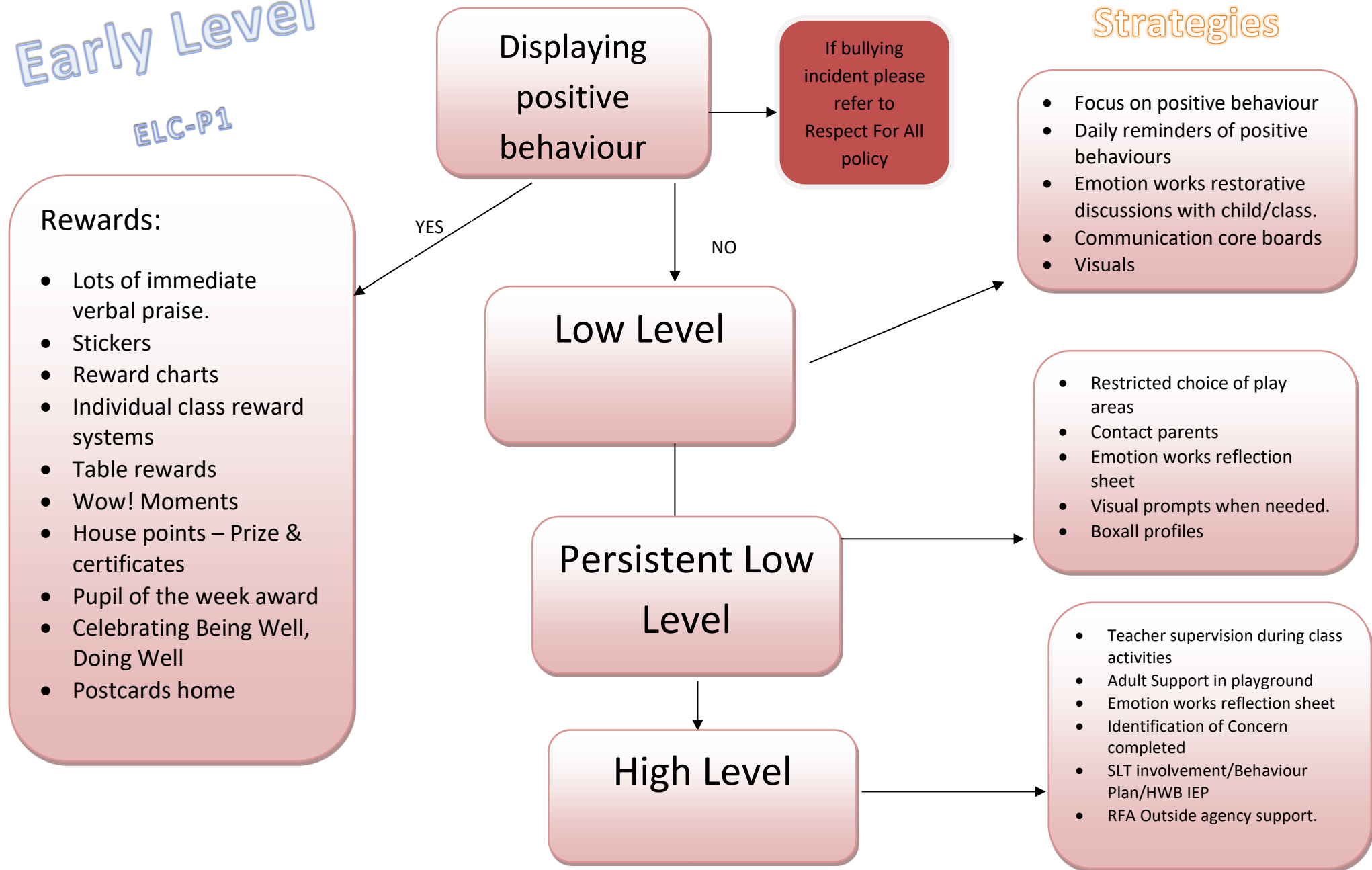
Emotion Response Pathways

Each stage has developed a flow chart suitable for their stage. This flow chart has been shared with pupils and parents and will help all staff be more aware of the procedures we follow. Teaching Staff/SLT involved are responsible for adding key events/important information on SEEMIS, where relevant. This is in the format of Title, Source, Detail, Action, and Outcome. This will provide a chronological record of events.

Where relevant, we conduct Boxall Profile assessments to help develop strategies and build the skills required to deal with change, resilience etc.

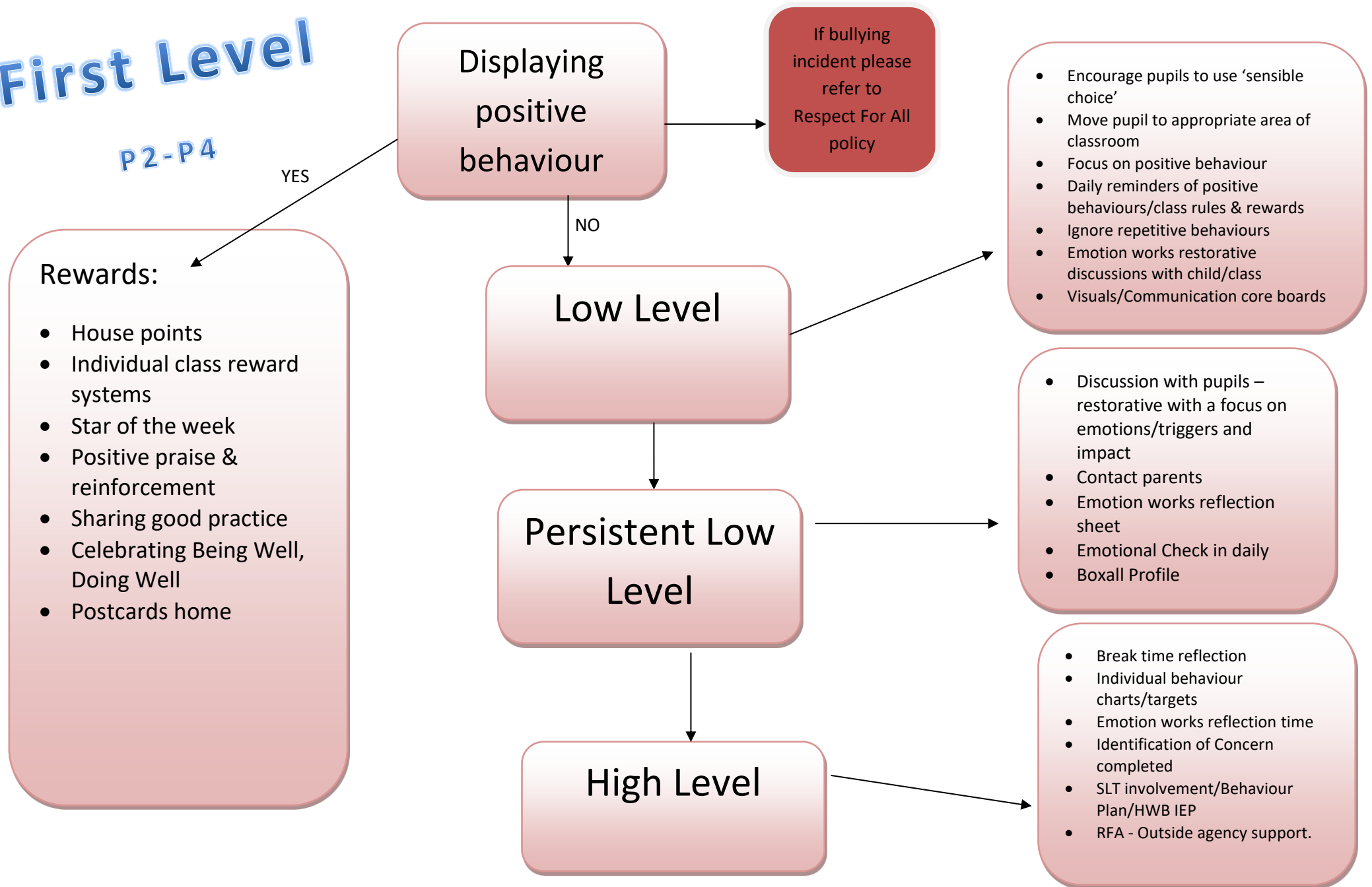
Early Level

ELC-P1



First Level

P2-P4



Second Level

P5-P7

Rewards:

- Positive praise
- House points
- Individual class reward systems
- Free choice reward time
- Additional reward time
- Reward charts
- Celebrating Being Well, Doing Well
- Postcards home

Displaying
positive
behaviour

If bullying
incident please
refer to
Respect For All
policy

Low Level

- Focus on promoting positive behaviour
- Daily reminders of positive behaviours/class rules
- Emotion works restorative discussions with child/class
- In class rewards/positive behaviour appreciation system
- Visuals/Communication core boards

Persistent Low
Level

- Restricted choice of working area i.e. no access to open area
- Break time reflection
- Contact parents
- Emotion works reflection sheet/discussing with child/children involved
- Restorative consequences for action
- Emotional daily check in
- Boxall profile

High Level

- Individual strategy cards
- Providing a safe place for child/class
- Emotion works reflection sheet
- Identification of Concern completed
- SLT involvement/Behaviour Plan/HWB IEP
- RFA - Outside agency support