

Uplawmoor Primary School



Promoting Positive Relationships Policy



UN Convention of the Rights of the Child

Article 28 – *Discipline in schools must respect children’s dignity and their rights.*

Article 29 - *Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and show respect to other people.*

Rationale

In Uplawmoor Primary School we believe that our school community functions best when there is mutual respect between all members and an agreed set of aims within which all activities take place. We aim to provide a happy, safe environment in which our pupils will thrive and make progress academically, creatively, physically, socially, morally and spiritually. We all have a responsibility to ensure a safe, nurturing and inclusive environment for **all** members of our community.

Aims

In Uplawmoor Primary School, we aim to encourage self-discipline and self-esteem in our pupils to prepare them for their future lives. We adhere to *the Additional Support for Learning Scotland Act, where it states that the child whose behaviour is challenging has the same rights and needs as other children.* We aim to:

- provide a positive environment and ensure all pupils display acceptable behaviours
- emphasise praise and encouragement giving positive reinforcement in a fair and understanding manner
- provide a safe, happy environment where everyone is aware of and shows respect to others.

How we encourage positive relationships

- Promoting positive relationships is the responsibility of all members of staff
- All staff act as positive role models
- A restorative approach is adopted in dealing with challenging behaviours and situations. This involves discussing reasons for behaviours, understanding that for every actions there is a reaction and considering how to avoid similar situations / behaviours reoccurring.
- We operate a staged approach to dealing with challenging behaviours. Class teachers will deal with this in the first instance. If this needs to be escalated, then this will be passed to the head teacher.
- A whole school approach to encourage and promote positive, acceptable behaviours as well as effort and good citizenship. This involves an integrated system where pupils earn House Points by demonstrating achievement and positive behaviours. As well as this whole school approach, classes may have their own system where pupils are able to gain motivational personal points or group points.

- Pupils are empowered to cope with situations they encounter in their daily lives at school through the 'Bounceback' programme, Circle Time activities and through delivery of the Health and Wellbeing curriculum.
- Each class creates a Class Charter at the beginning of the session which is based on the Rights of the Child. Class teachers refer to the charter and use to praise and reinforce acceptable classroom and school behaviours.
- Certificates for each of the four capacities are issued by class teachers to recognise pupil efforts as successful learners, confident individuals, effective contributors and responsible citizens.

Class teachers are responsible for the behaviours of their pupils throughout the school day. It is hoped that by creating an atmosphere of trust, loyalty and respect towards each other, this will reflect on the positive attitudes encouraged in class and around the school. To this end, the teacher plays a major part in the general ethos of the school.

In cases of unacceptable behaviours, the following restorative approaches are used by staff:

- Criticism of the behaviour, not the child.
- Pupils are made aware of the consequences of their actions.
- Pupils receive fair and appropriate sanctions relating to the unacceptable behaviour.
- Planned ignoring for low level disruptive behaviours.

Class Charters are prominently displayed in each classroom and are used to develop the positive ethos within the school through the moral values they convey. Our Visions, Values and Aims are also displayed throughout the school. Class teachers give these priority at the beginning of each term and as felt necessary, during the session, thereby reinforcing acceptable behaviours.

Achievement Assemblies celebrate success and address any issues arising with regards to Promoting Positive Relationships. All members of school staff, including catering, the janitor, support staff and clerical staff are involved in nominating children for House Points and certificates to recognise pupils for demonstrating positive behaviours.

Where incidents of unacceptable behaviour occur, we employ a school management system to ensure children are aware of the consequences of their actions, understand which behaviours are not appropriate and recognise the need to make better choices. At all times, pupils are encouraged to articulate why they acted in a particular way with all behaviours viewed as communication.

The procedures for managing concerning behaviours are as follows:

- Discussion between the teacher and pupil to allow reflection on actions. This discussion will involve helping the child identify what happened, how this impacted on them and others using the articles from Unicef's Convention on the Rights of the Child and, finally, how they can moderate their actions to try to ensure no further occurrence in the future.
- Pupils who continue to display negative behaviours, will be referred to the Head Teacher at which point contact with parents may be deemed necessary. Parents are encouraged to discuss unacceptable behaviours with their child and support the school in Promoting Positive Relationships. Persistent unacceptable behaviour may result in referral to be made to JST to explore further interventions where it is felt appropriate.
- Serious incidents that require immediate action should be reported directly to the Head Teacher e.g in cases of serious behaviour incidents such as acts of violence or verbal abuse towards another child or member of staff. Appropriate action will be taken in accordance

with Revised Standard Circular 8, (see local authority policy for further information) where pupils may be suspended or excluded from school if appropriate.

- Pupils with additional needs will have an individualised positive reinforcement strategy. This will be planned and implemented through discussion with the Head Teacher, ASN coordinator and Class Teacher and in agreement with parents e.g. personal passports and communication diaries. These strategies will be reviewed regularly and behaviours managed appropriately and reflect each individual pupil's needs.

Violent/Unsafe Behaviour

In the case of violence against staff or unsafe behaviour, Uplawmoor Primary School will follow East Renfrewshire's Policy and use positive behaviour support strategies. Trained members of staff will follow guidelines in Appendix 1 on Positive Handling. Parental permission will be sought, unless in an extreme/emergency situation.

Staged Intervention for Positive Behaviour Management

- Class Teacher – basic techniques should be applied consistently, e.g. use positive communication rather than negative, model good behaviour, apply consequences for unacceptable behaviours consistently.
- Advice and support in school e.g. Behaviour Support Strategies (BSS) and working with colleagues in support for learning, intervention from Support for Learning teacher in the form of Friendship Group to target challenging relationships within the class.
- Involvement with other agencies – e.g. Joint Support Team (JST), Education Psychologist, parents.
- Opening of Co-ordinated Support Plan (will only occur in extreme circumstances) – where a pupil has a Care Plan, are on Child Protection register or there is highly specialised support in place.

It is crucial to understand that every child has the right to be included and supported as far as possible in the knowledge that there is equality in terms of opportunity, social background, race, gender and disability. Religious beliefs of pupils and their families will be respected at all times.

Positive Handling Policy

East Renfrewshire Council does not, as a matter of course advocate the use of physical intervention and at Uplawmoor Primary school we aim to develop an ethos where the use of physical intervention should not be necessary. It is, however, recognised that in extreme circumstances where there is a danger of injury to staff or pupils or indeed a risk of serious damage to property, it may be appropriate to use physical intervention. In such cases this intervention will be regarded as an act of care and not punishment.

Definition of Physical Restraint

Physical intervention is the positive application of restraint with the intent of controlling the pupil's behaviours in order to protect them. It will only be used as follows:

- Holding a child who is in danger of hurting themselves or another child/children or adult
- To stop an argument which has become physical
- Where a child is in danger of hurting themselves on furniture or with an object

- Where a child is hitting, kicking, punching, spitting or throwing objects at others
- Physically removing the child from the situation in which he /she is obviously, distressed and does not respond to verbal or visual instructions to remove him / herself
- Physically removing a child when he/she is significantly disrupting / distressing other children because of the level of noise, or length of time involved.
- If at all possible other children will be removed from the situation instead.

Procedures

- Before physical intervention is used staff will have tried all alternatives and especially those which have been successful in the past in preventing the pupil's behaviour from becoming a danger to them or others
- Acceptable forms of physical intervention for use in East Renfrewshire schools will be limited to minimum force necessary to prevent a greater or significant harm
- Where it can be predicted that physical intervention may be necessary with an individual, the strategies to be used will be devised and held within the Child's Wellbeing Plan. This should be done in conjunction with the parents and, where appropriate, the pupil.
- Where it has been necessary to use physical intervention, the incident will be discussed with those involved and a formal record kept
- Parents/Carers will be informed at the earliest opportunity when physical intervention has been used and will be given the opportunity to discuss this with school staff

Staff training needs will be identified and suitable information and training provided as appropriate.

Responsibilities

Pupils are responsible for:

- their own behaviours
- understanding the expectations set for behaviours and the sanctions set for displaying negative behaviours

Parents are responsible for:

- discussing this policy with their children
- supporting staff with the implementation of this policy
- communicating any information which they feel would affect their child's behaviour

Staff are responsible for:

- being consistent in implementing this policy and giving regular feedback
- ensuring this policy applies to all areas of the school

- communicating information regarding negative behaviours to relevant parties i.e. class teachers, support staff, Head Teacher, parents
- providing opportunities for pupils to reflect on their behaviours and how it affects others

Head Teacher is responsible for:

- Ensuring that all staff are familiar with East Renfrewshire Council's guidelines and the school policy
- Ensuring all staff employ Restorative Approaches in dealing with negative behaviours / situations
- Ensuring that all relevant staff have received training in non-physical crisis intervention and de-escalation techniques
- Ensuring that, if required, named personnel have also received training in physical intervention techniques
- Monitoring the implementation of the school policy
- Revising all school policies regularly to ensure they are current and relevant

This policy was created in consultation with Mrs C Smith, Ms E Green, Mrs E Fagan, Ms G Baker Mrs V Creanor and members of our Pupil Council and Right Respecting Schools Group – Lucy, Cayla, Carly, Ruby, Christopher and Gabriel