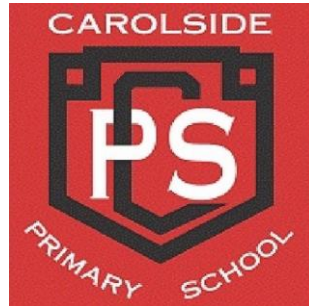


## Carolside Primary School

***Our vision: “A happy and safe school, providing rich learning opportunities, where everyone is treated with respect and kindness.”***



### **Promoting Positive Behaviour and Relationships Policy November 2020**

#### Introduction

*‘A happy and safe school, providing rich learning opportunities, where everyone is treated with respect and kindness’* is the aspiration of all at Carolside Primary, and all stakeholders share our values of respect, friendship and honesty. These are central to everything we do, including how we promote positive behaviour and build excellent relationships.

We recognise that positive behaviour, friendships and relationships are central to effective learning. At Carolside, we expect everyone to show respect for all others, to be honest and to take responsibility for their actions.

The children come to school as individuals, and as such will display a wide variety of behaviour patterns based on home values, life experience and attitudes. We are a recognised UNICEF Rights Respecting School, so we must work towards a common standard of behaviour based on the UN Convention on the Rights of the Child (UNCRC).

This policy has been developed following consultation with and based on suggestions from pupils, parents, staff and our key partners. It is written in line with East Renfrewshire Standard Circular 21 (Promoting Positive Relationships and Behaviour in East Renfrewshire Schools), East Renfrewshire Standard Circular 8a (Bullying and Anti-Bullying) and is underpinned by Getting it Right for Every Child (GIRFEC), the principles of nurture (*appendix 2*) and the restorative justice system.

#### The Role of the Senior Leadership Team

Overall responsibility for maintaining positive discipline throughout the school lies with the Head Teacher and Senior Leadership Team. This includes:

- Promoting and upholding the Promoting Positive Behaviour and Relationships Policy and the Bullying and Anti-Bullying Policy (*appendix 1*);

## *Promoting Positive Behaviour and Relationships*

- Establishing a culture of positive reward and monitoring the consistent application of this policy;
- Celebrating consistently positive behaviour amongst all pupils and instilling a sense of pride in those pupils achieving this behaviour;
- Supporting staff at all levels in managing challenging behaviour through the communication of clear policy and procedures, monitoring incidences of behaviour and supporting staff, pupils and families in resolving consistently negative behaviour;
- Embedding the 6 nurture principles across all aspects of school life;
- Discussing pupils who display continuing negative behaviours through the Joint Support Team (JST);
- Managing the induction of new staff to ensure they understand this policy and receive the appropriate support to ensure that it is fully implemented.

### The Role of the Class Teacher

Relationships and communication between all adults and children should show respect, cooperation, tolerance, encouragement and praise. They should reflect the underlying principles of nurture and restorative practice. Each teacher has responsibility for the maintenance of discipline within their own class. They will:

- Work to promote and uphold the Promoting Positive Behaviour and Relationships Policy and the Bullying and Anti-Bullying Policy (*appendix 1*);
- Have high expectations of all children;
- Follow restorative approaches to ensure a consistent and fair approach (for some pupils this will be through dialogue rather than reflection sheets);
- Consider the 6 nurture principles;
- Provide a rich, stimulating, varied and challenging curriculum which fosters high levels of pupil engagement, opportunities for speaking and listening and practical demonstrations of learning;
- Ensure that there is a high level of collaboration and reflection in classroom practice which fosters the development of young people who are mutually supportive, empathetic, encouraging, challenging and tolerant;
- Encourage, praise and listen to children;
- Contribute to a chronology document if required;
- Keep a written record of all incidents of a serious nature using e-mail and ensure that the SLT is informed of any such incidents within that same day.

### The Role of Support and Lunchtime Staff

- Promote and uphold the Promoting Positive Behaviour and Relationships Policy and the Bullying and Anti-Bullying Policy (*appendix 1*);
- Have high expectations of all children;
- Encourage, praise and listen to children;
- Follow restorative procedures to ensure a consistent and fair approach;
- Consider the 6 nurture principles;

## *Promoting Positive Behaviour and Relationships*

- Evaluate the factors which can contribute to negative behaviours and seek to provide high levels of engagement, opportunities for speaking and listening and practical demonstration of learning;
- Seek the advice of the Class Teacher should the situation not be resolved.
- Contribute to a chronology document if required;
- Keep a written record of all incidents of a serious nature using e-mail and ensure that the SLT is informed of any such incidents within that same day.

### The Role of Parent/Carer

- To promote and uphold the Promoting Positive Behaviour and Relationships Policy and the Bullying and Anti-Bullying Policy (*appendix 1*);
- To respect the disciplinary authority and professionalism of staff;
- To ensure school staff are aware of any additional support needs or personal circumstances which may result in their child displaying behaviours which are not typical of them;
- To attend meetings with the Head Teacher or other staff to discuss their child's behaviour;
- To address issues to the Class Teacher in the appropriate manner;
- To work with the school to support their child's positive behaviour.

### Positive Consequences (Rewards)

We believe that children should be encouraged and rewarded for behaving well and working hard. We will use the following positive rewards, amongst others:

- Non-verbal rewards such as thumbs up or a smile;
- Praise;
- Showing work to another teacher or the Leadership Team;
- Stickers;
- Certificates;
- Letters home to parents;
- Celebrating achievement on Twitter or the website;
- Displaying work;
- Awards throughout the year at assemblies;
- Class-based reward schemes like raffle tickets or secret student;
- Earning house points;
- Reward Time (*appendix 3*)

### Class Charter

Each class begins a new session by creating a Class Charter, which is based on the UNCRC. The Class Charter is at the heart of creating responsible citizens and should be referred to frequently throughout the year. As part of the curriculum, we use various methods to help the children to develop important skills and qualities such as resilience, teamwork, negotiation, anger management and flexibility. *Bounce Back* and Circle Time are key curricular tools used to facilitate this.

## House System

In response to suggestions by parents, pupils and staff, Carolside Primary adopted a House System at the beginning of 2019. Our whole-school approach to promoting positive behaviour is closely aligned to the House System. More information about the House System can be found in *appendix 4*.

## Negative Consequences (Sanctions)

The UNCRC states that “*Discipline in schools should respect children’s human dignity*” (Article 28).

In order to protect the rights of our pupils, we believe it is important to build clear consequences for negative behaviours into this policy. Consequences should be linked to the inappropriate behaviour and should help the pupil to reflect on why their behaviour was unacceptable. A staged system has been developed to support this.

If a child is displaying behaviour which is not respecting the rights of others, a series of procedures will be followed:

1. **Reminder:** A verbal reminder about good behaviour and making positive choices will be given.
2. **Choice:** If the behaviour persists, the pupils will be given a choice, either verbally or by using a non-verbal card (*appendix 5*).
3. **Reflection:** If this does not have the desired impact, the pupil will be asked to take time to reflect upon their choices, usually through restorative discussion. For incidents of a more serious nature, the teacher may choose to send the pupil to a member of the SLT to reflect. See *appendix 6* for examples of questions that may be used in a restorative conversation.
4. **Consequence:** Throughout the process of completing the reflection, an appropriate consequence for the negative behaviour should be agreed with the child in a restorative manner. The consequence will depend on the nature of the incident and on individual circumstances, and examples of consequences may include:
  - Loss of playground privileges for one day or more;
  - Written or verbal apology;
  - Phone call or meeting arranged with parents;
  - Not earning Reward Time.

## Racist, Discriminatory or Bullying Behaviour

Any incident of racist, discriminatory or bullying behaviour is unacceptable and must be recorded through Click & Go, in line with East Renfrewshire Council policies and procedures. These incidents are reported annually to the authority. Please refer to the school policies on bullying (*appendix 1*) and promoting equality, for full details.

## Exclusion

Exclusion is a legal process. Exclusion from Carolside will only happen as a last resort, when all other measures and a range of strategies have been tried and failed, or in cases of serious indiscipline.

*'Before a pupil being looked after by the local authority in children's homes or other contexts is excluded, advice and permission should be sought from the Head of Education Services (Children and Young People).'*" (Revised Standard Circular No. 8, February 2004).

**Review**

**This policy will be reviewed on or before November 2021.**

## Appendix 1

### Bullying and Anti-Bullying Policy (November 2020)

#### 1. Rationale

Within the context of the vision statement of East Renfrewshire's Education Department, '*Everyone Attaining, Everyone Achieving through Excellent Experiences*'; Carolside's vision statement, '*A happy and safe school, providing rich learning opportunities, where everyone is treated with respect and kindness*'; and informed by the National Approach to Anti-Bullying for Scotland's Children and Young People, Respect for All, this guidance is designed to promote a culture in Carolside where bullying behaviour is unacceptable and not tolerated.

This guidance aspires that all children and young people are free from bullying and are respectful, responsible and confident in their relationships.

#### 2. Principles

In observing the legal and policy frameworks in Scotland, the principles underpinning this guidance are to:

- promote positive relationships and behaviour;
- build a respectful and responsible ethos;
- ensure equality and equity;
- ensure integrated multi-agency working;
- have effective communication and information sharing;
- respect children and young people's rights;
- prevent and address all types of bullying;
- meet all children and young people's needs;
- recognise the adverse impact of bullying;
- have effective anti-bullying policy and practice.

#### 3. Definition - What do we mean by bullying?

"Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. This is what we term as their sense of 'agency'. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online."

*Respect Me, Scottish Government 2015*

This behaviour can harm people physically or emotionally. While the behaviour may only happen once, the threat may be sustained over time, typically by actions, looks,

messages, confrontations, physical interventions, or the fear of these. This behaviour can include:

- Name calling, teasing, put downs or threats;
- Having belongings taken or damaged;
- Controlling, being targeted in person or online;
- Hitting, kicking, pushing or tripping;
- Being ignored or left out, having rumours spread;
- Being sent abusive content on social media.

Any bullying behaviour must be challenged as unacceptable; however, it is important to distinguish between the person and their behaviour. The use of language such as “bully” or “victim” is stigmatising, disempowers and is unhelpful in changing behaviour, repairing relationships or supporting recovery. By maintaining a respectful attitude to those involved we can focus on the problematic behaviour and the needs of individuals. This solution-oriented approach should be reflected in policy and practice.

#### 4. Additional Support Needs

The Education (Additional Support for Learning) (Scotland) Act 2004 (as amended) provides a comprehensive legal framework for the provision of additional, targeted support for children and young people who face barriers to learning.

Children with additional support needs (ASN) may experience bullying differently and may be targeted because of their additional support need. Social, emotional or behavioural needs which can arise from bullying may be considered ASN if the bullying is having an impact on the child or young person’s learning, including those children and young people who are demonstrating bullying behaviour. Practitioners should fully take into account ASN and the principles of inclusion when addressing bullying.

#### 5. Online Bullying

Online bullying should be treated as seriously as face-to-face bullying. Online bullying, or 'cyberbullying' as it is often referred to, is an increasingly common form of bullying behaviour which happens on social networks, games and mobile phones.

Children may know who is bullying them online – it may be an extension of offline peer bullying - or targeting by someone using a fake or anonymous account. The ability to be anonymous online may increase the likelihood of others engaging in bullying behaviour. Online bullying can happen at any time or anywhere and can be difficult to avoid.

Online bullying includes:

- Sending threatening or abusive text messages
- Trolling on social networks, media and games



- Setting up hate sites or groups about individuals
- Voting against someone in an abusive poll
- Encouraging self-harm
- Making or sharing embarrassing images or video
- Excluding others from games, networks, groups
- Creating fake accounts or identity theft
- Sending or pressuring to send explicit messages
- Engaging in sexual conversation

The dangers of online bullying is taught through the Health and Wellbeing curriculum. The revised set of Experiences & Outcomes and Benchmarks within the technologies area of Curriculum for Excellence provides an opportunity for digital literacy incorporating cyber resilience and internet safety to be incorporated into lessons in all curricular areas.

While we recognise the growing frequency and severity of the impact of online bullying, we are mindful of the limited responsibility and duty we have in connection to online bullying. Whilst we take our duty of care over pupils very seriously, and are happy to support pupils when they are impacted by behaviours that take place online outwith school time, it is not within our gift to fully investigate and respond to online bullying that takes place outwith school hours. We do, however, encourage pupils and families to raise our awareness of any online bullying behaviours that pupils have been exposed to so that we can work alongside families to support those impacted by this kind of bullying behaviour.

#### 6. When is it not bullying behaviour?

Children falling out or having disagreements is a normal part of growing up and building relationships and resilience. Accidental bumps and knocks, not liking someone or expressing unpleasant thoughts or feelings regarding others can be painful or discomforting. It is important that children have opportunities to discuss how they feel and to develop resilience and emotional literacy in managing their relationships. Early intervention and prevention including the embedding of our shared school values of respect, honesty and friendship are key elements of an approach focused on ensuring we get it right for all of our children.

#### 7. Responding to incidents of bullying behaviour

The Head Teacher, and the Senior Leadership Team, have whole school responsibility for overseeing the investigation, recording and monitoring of incidents of bullying behaviour. They will ensure that there is an ongoing curricular focus on bullying behaviour and that reporting procedures are in place. Information for pupils and parents and carers will be visible and accessible utilising the full range of media including leaflets, posters, social media and the school website and handbook.

The member of staff to whom an incident is first reported, or who has witnessed the incident, should take it seriously and use their professional judgement in deciding upon

the appropriate course of action that may include promoted staff, contacting relevant staff and wider agencies where appropriate, and communicating with parents and carers again as appropriate.

All reported incidents should be investigated in full within three working days and recorded on Click and Go whether confirmed or not. It is important that children and young people are taken seriously when they talk about bullying and that they are kept informed and engaged in actions to support them if they are affected by bullying.

When responding to incidents or accusations of bullying the approach should be to ask:

- What was the behaviour?
- What impact did it have?
- What does the child or young person want to happen?
- What do I need to do about it?
- What attitudes, prejudices or other factors have influenced the behaviour?

Children and young people who are exhibiting bullying behaviour need help and support to:

- Identify the feelings that cause them to act this way
- Develop alternative ways of responding to these feelings
- Understand the impact of their behaviour on other people
- Repair relationships.

Children and young people who demonstrate bullying behaviour should be reminded of expectations about behaviour and provided with a range of ways to respond. This can include taking steps to repair a relationship through, for example, restorative approaches, supporting them to make amends and encouraging their learning and changed behaviour.

The approaches used to prevent and address bullying are clearly outlined in this Promoting Positive Behaviour and Relationships policy (above). Responses to bullying should focus on developing resilience, restorative practice and promoting positive relationships. Again, these are noted in this policy.

## 8. Recording and monitoring bullying incidents

All instances of bullying behaviour should be formally recorded using the SEEMIS Bullying and Equalities module within Click and Go. Supplementary information or additional detail can be recorded in Pastoral Notes. The Education Department will uplift this data following the end of each session in June for the purposes of annual monitoring and reporting to the Head of Education Services (Equality and Equity).

This appendix is based on East Renfrewshire's Standard Circular 8(a): Bullying and Anti-Bullying. Please refer to this document for more information.

*Appendix 2*

The Six Principles of Nurture

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

Lucas,S., Insley,K. and Buckland,G. (2006) *Nurture Group Principles and Curriculum Guidelines Helping Children to Achieve*, The Nurture Group Network.

*Appendix 3*

Reward Time

Reward Time forms an important part of the Promoting Positive Behaviour and Relationships policy. Reward Time should be seen as a treat and a privilege to be earned throughout the week.

**Important Points:**

- Pupils begin each week with 5 Reward Time minutes.
- They have the opportunity to earn 5 minutes a day, giving a total of 30 minutes by Friday afternoon.
- At the end of each day, the pupils and class teacher should discuss whether they have earned their 5 minutes for that day.
- Pupils who have not earned some of their Reward Time should always be given the opportunity to “win back” blocks of 5 minutes, by demonstrating exceptional behaviour on other days.

**Primary 1-3** will stay in their classes for Reward Time, and the teachers will select special “treat” activities for them to enjoy.

**Primary 4-7** will follow this model:

Each teacher will be responsible for a fun activity, such as board games, baking, arts and crafts, DVD, using iPads, gardening, MUGA, table tennis or own activity. Pupils will choose which activity they would like to go to at the beginning of the week, so they can work towards this treat all week.

Teachers will be given a register of pupils attending their activity in advance. If a pupil has not earned all their Reward Time, they should still report to their activity but sit and reflect upon why they have not earned all their Reward Time minutes and how things could be different next week.

## *Appendix 4*

### House System

The house system aims to celebrate and promote positive behaviour, enabling children to form bonds and develop positive relationships with children of other classes and year groups, through a shared sense of belonging to the same house. Younger children can aspire to the positive behaviour and achievements of older pupils, whilst older children in turn have the opportunity to assume a pastoral role towards the younger ones.

#### **Organisation of the Houses**

Every child in the school from Primary 1-7 will belong to one of four houses, and pupils will belong in the same house as their siblings. Each house will have an identifying colour, name and crest. The house names are still to be confirmed, and the pupils will be involved in choosing the names and themes for the houses.

Four Primary 7 pupils will be elected as Captains and Vice Captains for each house, and will take responsibility for leading their houses.

All staff members in the school will also belong to a house. The staff members will help to facilitate regular house meetings, and work closely to support the House Captains and Vice Captains. Houses will sometimes work in smaller groups to complete tasks or challenges.

#### **House Points, Tasks and Challenges**







Pupils will work together in their houses to complete tasks and challenges at various times throughout the year. This may be in smaller groups within the houses, and whole houses will also work together during bigger school events such as sports day, quizzes, sporting tournaments and talent shows. These events will help to foster a strong sense of community and friendship, in addition to a healthy competitive spirit.

Pupils will have many opportunities to earn points for their house on an ongoing basis. These points will be rewarded for displaying a range of behaviours which specifically demonstrate our school values of respect, honesty and friendship. The House System is designed to promote and celebrate positive behaviour, so points will only be rewarded, and will not be “lost” or “taken away”.

Pupils will collect points tokens, which will be displayed in the foyer of the school. Running points totals will be shared and celebrated at our monthly whole-school assemblies. At the end of each school session, the house with the most points will enjoy an extra reward.

Appendix 5

Non-verbal Reminder

This symbol could be placed on the child's desk as a non-verbal reminder of the choice they have to make, or worn on the staff member's lanyard and help up as a prompt.

*Appendix 6*

Restorative discussion

When a restorative discussion takes place, it is solution-focused and designed to help the child to reflect on what has happened, and how it happened. It aims to help the child move forward and think about how to make the situation better.

Here are some examples of the types of questions that may be used by an adult who is facilitating a restorative discussion:

- What happened?
- How were you feeling at the time?
- How are you feeling now?
- Why were your actions not acceptable?
- Who was affected?
- How has the other person been affected?
- How do you think the other person is feeling?
- What do we need to do now, to make it right?
- What might you do differently next time?
- What positive choices do you need to make now?