

St. Thomas' Primary School

Promoting Positive Relationships and Behaviour

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Rights Respecting School Vision and aims

We aim to provide a safe, health promoting, stimulating environment and a curriculum of the highest quality that will enable our pupils to:

- Benefit from a commitment to the integrated education and formation of the whole person, in close partnership with parents **(Article 29 of UNCRC)**
- Develop as confident and motivated individuals with enquiring minds who make informed choices and who can solve problems and make reasoned evaluations **(Article 13 of UNCRC)**
- Gain knowledge, skills and understanding appropriate to a fast-changing technical world and Scotland's place in it, so that they may become self-reliant and adaptable **(Article 17 of UNCRC)**
- Acquire in particular, the enabling skills of literacy, numeracy and communication
- Develop an understanding of the past which will help them live successfully in the present and to plan intelligently for the future
- Develop an enterprising attitude and thus experience the value of co-operation
- Understand the feelings, cultures and beliefs of others, to respect their values and to consider thoughtfully their own attitudes, beliefs and values **(Articles 14 & 30 of UNCRC).**
- Achieve their full potential and to take pride in that success whilst taking pleasure in the achievement of others **(Article 28 of UNCRC).**
- Relate to others, manage themselves and pursue an active and healthy lifestyle **(Articles 15 & 31 of UNCRC).**

Promoting Positive Relationships and Positive Behaviour

Our Rationale

'Curriculum for Excellence cannot be delivered without good relationships and positive behaviour. Children and young people should feel happy, safe, respected and included in the learning environment and all staff should be proactive in promoting positive behaviour in the classroom, playground, and wider learning community. Underpinning this is the emotional health and wellbeing of staff.' **Curriculum for Excellence**

The development of a positive learning environment is essential if effective learning and teaching is to take place within an educational establishment. Effective learning and teaching is also dependent on the nurturing of positive relationships through the daily interactions between staff and learners and between learners themselves.

The policy is based on a set of core principles identified by the group which permeate all aspects of the guidance: **Respect, empathy, aspiration, inclusion, resilience, empowerment, nurture, trust, fairness and unconditional positive regard.**

Purposes/aims

Aims of our Promoting Relationships and Positive Behaviour Policy, in accordance with Getting it Right for Every Child, are to:

- Promote positive teaching and learning environments across all establishments.
- Value every child and develop a climate of mutual respect in all our establishments.
- Maintain high expectations of the children/young people themselves, schools, support services and the community.
- Bring the work of all agencies together to encourage a partnership approach to promoting positive relationships and behaviour.
- Promote early intervention.
- Demonstrate that relationships are at the heart of an excellent school.
- Include all our children and young people in their schools and communities.
- Improve achievement and attainment.
- Actively promote the development of nurturing establishments and communities.
- Ensure staff develop an in-depth understanding of emotional and behavioural issues.
- Provide high quality staff development opportunities.
- Teach children and young people the social skills needed to interact positively with others.
- Promote an ethos of empathy and understanding of all children, young people and their families.

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- Reflect constantly on our practice in order to improve interventions and outcomes.
- Recognise and meet our duties and responsibilities as corporate parents

Preventative Approaches

“In any whole school approach, there will be an emphasis on preventative approaches, such as negotiation, problem solving and interpersonal and communication skills” (Nelson)

St Thomas' takes a holistic view of promoting positive relationships and behaviour and uses every possible opportunity across our educational provisions to teach the skills required for this through all subjects, conversations and our day to day interactions with children and young people.

“Behaviour” must be considered in the same way as any other area of the curriculum where staff would assess, plan, teach, differentiate and evaluate in order to ensure that pupils understand and develop the skills required. This work sits at the heart of the Health and Wellbeing curriculum, particularly the aspects that are ‘The Responsibility of All.’

Nurturing and restorative approaches

St Thomas' adopts a nurturing and restorative approach to promoting positive relationships and behaviour in our establishment.

Through nurturing approaches learners can grow and develop their resilience and emotional ability to form relationships and deal with difficult situations. Our understanding of nurture must be based on the 6 principles originally identified by Marjorie Boxall:

- Children's learning is understood developmentally
- The classroom offers a safe base
- **Nurture** is important for the development of self-esteem
- Language is understood as a vital means of communication
- All behaviour is communication
- Transitions are significant in the lives of children

Key principles of Restorative Approaches

- Being responsible for one's own actions and their impact on others
- Respecting other people, their views and feelings
- Empathising with the feelings of others
- Being fair
- Everyone in school being actively involved in decisions about their own lives
- Returning issues of conflict to the participants
- Willingness to create opportunities for reflective change in pupils and staff

Why Use Restorative Approaches?

Pupils seek fairness from adults who are dealing with behavioural issues. Whether they are a perpetrator or a victim, their focus is not on winning or losing, but on trusting in a fair process. Restorative approaches help teachers ensure that pupils, staff and parents can be part of a fair process, while helping all involved to understand the impact of their behaviour on others.

Restorative approaches can:

- Manage the varied expectations of behaviour standards which exist among all school staff
- Help develop a Whole School positive ethos
- Encourage members of the school community to effectively resolve and learn from conflict in a way which maintains relationships or terminates them in a positive way
- Support any necessary sanctions by processes of learning and reconciliation

How Can Restorative Approaches Be Used?

Restorative Approaches can be used at different levels at school:

- As **preventative** – to promote positive relationships within the Whole School Community
- As **responsive** – and repairing when difficulties arise
- As part of support and intervention for more long-term and persistent difficulties

The approach involves including an individual in finding a solution to the problem. Instead of asking '**Who's to blame and how are we going to punish them?**' focus is put on reasons, causes, responsibilities and feelings. Those involved are asked questions such as '**who has been affected and how?**' and '**How can we put it right and learn from this experience?**'

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Partnership Approaches

What do we live for, if not to make life less difficult for each other?"

(Eliot)

Having a supportive, collegial ethos is essential to the positive relationships and behaviour in a school. **Children are central to all partnership working.**

Key principles of effective partnership working include:

- Open and honest communication
- Inclusive attitudes
- Acceptance and understanding of different experiences, values, backgrounds and perspectives
- Being mutually supportive
- Being able to recognise and work to each other's strengths and challenge each other appropriately
- The development of shared goals
- A common purpose and everyone aware of the big picture
- Being able to talk about what they are doing, seeking opportunities to coach each other and give feedback

Parents as Key Partners

Parents and carers are an educational establishment's best resource in terms of understanding a child and their needs.

The Parental Involvement Act (2006) states that parents, carers and families are by far the most important influences on children's lives. Parents who take on a supportive role in their children's learning make a difference in improving achievement and behaviour. Their support can play a vital role at all stages of education. When parents and schools work together, children and young people do achieve more. The active involvement of parents in the life of the school can help promote a learning community in which pupils can engage positively with staff and their peers.

Staff will benefit from developing positive partnerships with parents by involving them in all decisions affecting their children's education and learning. A relationship of mutual trust and respect can enable effective communication that supports both parents and teachers.

It is important when dealing with children and young people's more challenging behaviour that parents feel supported and not 'blamed'. Families come from very diverse experiences and circumstances and it is important for staff and the whole school community to remain non-judgmental and open when working with parents.

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Some examples of parental involvement to improve behaviour might be:

- Involvement in wellbeing assessment and creation of a plan
- Direct involvement in planning to improve outcomes/behaviour
- Parent workshops/drop-ins
- Family learning
- Voluntary work
- Reviews
- Informal calls/texts/activities
- Sharing success

External agencies and the community as partners

Meaningful partnership with appropriate agencies and the community can support the promotion of positive relationships and behaviour.

Key partners who can support this are:

- Educational psychologists
- Health
- Speech and Language therapists
- Social workers
- Youth workers
- Active Schools
- Campus Police Officers
- Family First
- Psychology of Parenting Programme
- Children and Adolescent Mental Health Service (CAMHS)
- Cluster Schools
- St Luke's High School
- Carlibar Communication Centre
- Outreach Children's Services
- Sensory Support Team
- Occupational Therapy
- Local Parish
- Parent Council and PTA

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Responsive Approaches

Through the careful application of preventative and positive measures it is hoped that the need to "respond" to specific behaviours will be greatly reduced. There will always be occasions where situations escalate and a "response" is required. This section details some proactive responses which should assist in avoiding confrontation and restore calm.

Responsive elements will include:

- Assessment
- Personalised support
- Dialogue
- Debriefing
- Reporting
- Reflection
- Consequences

Classroom Behaviour Implementation Guidelines:

- High standards of behaviour is expected at all times
- All classes follow a positive relationships approach to managing behaviour
- Good behaviour and achievements feature at fortnightly assemblies through Values and Learning Vouchers and sharing good news stories.
- Teachers make use of class reward systems
- Appropriate restorative strategies are used for pupils who require support. In consultation with SMT the following consequences can also be applied: missed breaks, reflection time, reflection tasks
- Parents will be contacted and involved when pupils require additional supports
- There is a tiered approach when responding to issues relating to unwanted behaviour:
- Stage 1 – class teacher should manage behaviour and implement appropriate consequences within class
- Stage 2 – when the class teacher has dealt with behaviour with limited improvement the appropriate member of SMT will be informed
- Stage 3 – If SMT have responded and supported the pupil with limited improvement the Head Teacher will contact parents and seek collaborative support. Collaborative Support from external agencies may be sought including Educational Psychology, Social Work, Outreach Team, Police, Health if required.
- N.B Differentiated responses and flexibility in dealing with different behaviours and children with Additional Support Needs is a Legislative

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requirement of all professionals working in St Thomas', East Renfrewshire and Scotland

Playground Behaviour Implementation Guidelines

- An adult presence is provided in the playground at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990.
- Restorative approaches to any conflict in the playground should be used and children encouraged to apply skills taught in the classroom
- Any child participating in dangerous or unsafe behaviour or behaviour that is judged to potentially escalate to cause injury or upset or offence should be asked to stop and the reason explained. Restorative approach to be used **(stage 1)**.
- Children who continue to engage in the same behaviour despite being asked to stop should be given a final warning and told that they will be removed from the playground should it continue for their own wellbeing and that of others **(stage 2)**
- If the behaviour continues SMT should be informed and child removed from playground **(stage 3)**
- Children will be given time to reflect and a letter / reflection task may be sent home asking parents to discuss the behaviour with their child.
- In certain cases parents will be invited into the school that day and a plan will be made in collaboration to ensure the child's future safe participation in the playground.
- Pupil Support Assistants will be on the lookout for children displaying our school values of Love, Faith and Understanding and pupils who show our dispositions of Creativity, resilience, independence, curiosity, and bravery. During assemblies there will be 4 playground awards given to children- selected by adults in the playground.

Pupils receive Head Teacher awards and are presented with a values voucher during our weekly assembly. We now have a school house system where all children in the school are assigned to four 'houses'. Senior pupils play an important leadership role here as 'house captains' and 'vice captains'. Children are rewarded house points by staff when displaying positive behaviours and our school values in their daily actions.

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If there are concerns about a pupil's behaviour we will discuss the matter with you so that together we can decide what steps to take to work out a solution, this usually proves effective. Children who persistently misbehave may lose some privileges until their behaviour improves.

Further unacceptable behaviour, despite parental co-operation, or very serious misdemeanours, may result in an exclusion from school. This will only be done in consultation with parents who would then be asked for written assurance that their child will improve their behaviour on his/her return.

Exclusion will also be considered if The Headteacher, along with the Education Department, is of the opinion that the parent of the pupil refuses or fails to comply, with the rules, regulations or disciplinary requirements of the school.

When exclusion is used it must be with the aim of improving outcomes for the child or young person.

Anti- Bullying

Bullying behaviour impacts on children and young people's wellbeing and can affect their participation, attainment and inclusion. Our approach is preventative and to use the theme of "Respect Me"

*You don't have to like me...agree with me...or enjoy the same things I do. But you **do** have to respect me.*

Reporting Bullying

1. If children feel they are being bullied, have witnessed bullying or are taking part in bullying behaviour they should report to their class teacher, any adult in the school, parents or any supportive adult.
2. Senior Management Team must be made aware
3. All incidents will be fully investigated and a collaborative plan made to monitor and **stop** the bullying behaviour from recurring
4. Responsive measures such as reduced time in playground can be used, behaviour logs, letters home etc
5. Restorative strategies will be used in line with East Renfrewshire Anti Bullying Policy → dialogue between victim and child displaying bullying behaviour will be supported by SMT
6. Parents will be involved

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7. For confirmed cases of bullying, external agencies such as Educational Psychology, Social Work, Police, Health, Family Support etc. may become involved in creation of a Wellbeing Plan to support

