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| **Ceres Primary School****Relationships policy** |  |

**A policy statement:**

Ceres Primary school is committed to providing a safe, supportive environment for all people in its care.

Underpinning this policy are strong relationships between pupils, staff and parents/carers. It is also based on a restorative approach. This approach includes positive behaviour management strategies and restorative conversations, whereby pupils can reflect on the impact of their behaviour. Restorative practice aims to create a harmonious learning environment where pupils are able to self-regulate their own behaviour & learning. This approach focuses on problem solving instead of punishment, where pupils engage with staff or each other, to figure out the reasons for behaviours. Pupils and staff develop effective strategies to reduce the frequency of poor choices and plan for the future.

There are 4 key features of restorative approaches:

* **Respect:** for everyone by listening to other opinions & learning to value them.
* **Responsibility:** taking responsibility for your own actions.
* **Repair:** developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm & ensure behaviours are not repeated
* **Re-integration:** working through a structured, supportive process that aims to solve the problem & allows young people to remain in mainstream education.

**Use of rewards**

At times there is a place for reward systems in school, especially with younger learners. Examples of these include stickers, points, & certificates. When used, they should focus on effort, growth mindset and our school values of kindness, courage, respect & responsibility.

These systems however, can erode children’s motivation & performance by shifting the focus to what the teacher thinks, rather than the intrinsic rewards of learning and self-regulation. Staff should reflect on the effectiveness of class reward systems and adjust these to suit the age and needs of particular pupils and groups of children.

**Expectations:**

Ceres Primary school expects all children, staff and parents to show a high level of respect to each other as individuals. These expectations are modelled through our school values of

**Kindness, Courage, Respect & Responsibility**

**and**

**through our rules of**

**Be Safe, Be Kind, Be Helpful.**

We will ensure that the GIRFEC wellbeing indicators (**SHANARRI** –**S**afe, **H**ealthy, **A**ctive, **N**urtured, **A**chieving, **R**espected & **R**esponsible, **I**ncluded) are considered when planning the support provided for children who exhibit inappropriate behaviours and/or have poor self -regulation (see appendix 2).

It is our expectation that children will engage and respond to this approach.

**Reduce, prevent and respond effectively to inappropriate behaviour:**

At Ceres we aim to:

* Maintain positive social behaviour through strategies which actively involve children, parents/carers and staff **(see appendix 1)**
* Ensure that lessons and activities are relevant and stimulating and that they have appropriate levels of support & challenge to engage all pupils.
* Ensure that the learning environment is inclusive, calm and welcoming.
* Create opportunities in classes and whole school life to discuss behaviour and our expectations. For example: circle time, assemblies, health and wellbeing lessons, role modelling behaviour from staff and senior pupils, pupil council promotion and development work, school displays, parent evenings and through other methods of communication.
* Refresh and review the effectiveness of our behaviour management strategies on a regular basis
* Ensure that there are effective methods of monitoring, reviewing and ongoing improvement to this policy.

**Action:**

Following inappropriate behaviour, staff will take time to reflect and investigate the cause. This may include:

* Using a tracker to map what negative behaviours are present and how frequent, to support discussion with the child and/or parents
* A referral to our Support for Learning teacher, who can observe the child in class/playground and suggest a range of strategies
* Individual conversations with pupils about behaviours and any issues which are causing poor self-regulation or distress/anxiety (these should focus on triggers, emotional states and resolutions – restorative conversations, Emotion Works, (class charters and our school values can help)
* If appropriate, a restorative conversation between all parties affected.
* Depending on the seriousness of the situation or the frequency of incidents, staff may record information at this point, using Latest Pastoral Notes in Seemis.
* If escalated behaviours result in aggression or injury towards others, this will be recorded in our health & safety platform within First Contact.
* SfL teacher/HT may work with the ‘team around the child’ to formulate a pro-active management plan, in consultation with parents/guardians/educational psychologist/other agencies
* HT should be made aware if a child is not responding to the approaches described above so that a more proactive approach can be planned
* Staff can also use appendix 3 to record incidents or concerns

**Additional Support Needs**

In some cases, some pupils are unable to engage with planned behaviour strategies or restorative approaches. In other words they **‘can’t’** rather than **‘won’t’**. Extreme behaviours are communication and are caused by anxiety or stress. Staff should take time to think about the ***cause*** rather than the ***behaviour,*** and respond appropriately e.g. previous trauma, sensory overload or social/emotional difficulties.

These pupils will usually have a strategy plan and/or pro-active management plan, which may include a risk assessment. These documents will have been formulated with the involvement of the team around the child i.e HT, class teacher, pupil support assistant, parents/carers and outside agencies such as the Educational Psychologist, CAMHS and Pupil Support Service. Depending on the age and capacity of the child, they will be involved in this process – either through Child Centred Planning and/or by attending meetings.

Staff should refer to Fife Council Behaviour & Relationships Strategy handbook for de-escalation techniques and behaviour management strategies. They should also use strategies suggested in the child’s pro-active management plan, such as visuals to engage pupils in discussion, Child Centred Planning, 5 point scale, Dan Hughes PACE model, use of scripts, de-escalation pack, and ASIST resources.

Strategies for defusing challenging behaviours include:

Diverting, planned ignoring, proximity, humour, child-proofing the environment, broken record technique, remove audience, use of space, low demand activities, soothing activities, movement breaks, use of silence, active listening, use of scripts such as ‘I notice…’ ‘I wonder if….’ (see appendix 1 for more)

**Appendix 1**

**Whole school approaches, resources & strategies**

* **A focus on nurturing relationships, ethos & approaches in class and across school**
* Fife Council Behaviour & Relationships Strategy handbook
* Fife Council de-escalation pack
* Education Scotland Inclusive Classroom (Circles)
* Assemblies/HWB lessons about relationships, feelings, values, anti-bullying
* Restorative approaches
* Trauma informed practice
* Praise, praise, praise! Notice, recognise, appreciate - Use positive cueing - Focus on those who’re doing well first/use frequent praise
* Praise in public, reprimand in private
* Use of PACE approach – playfulness, acceptance, curiosity, empathy
* Use of ‘ignoring’ where appropriate - Focus on the behaviour you want
* Defusing techniques - Diverting } Planned Ignoring } Proximity } Humour } Child-proofing the Environment } Broken Record Technique } Remove Audience } Use of Space } Use of Silence } Active Listening
* Parental support and involvement
* Effective engaging teaching (awareness of different abilities, interests & learning styles)
* Behaviour tracker (used to see any patterns & to engage pupils in discussion)
* Fix it folders – usually filled in with an adult to focus discussion
* Emotion works visuals to develop emotional language and to support discussion
* Individual visual record – e.g. traffic lighting/smileys to chunk down day
* Buddy systems – in class and/or playground
* Modelling positive behaviour and attitudes
* House Points
* Stickers/stars
* Take 5 (Hand used to focus reflection: STOP, THINK, COUNT/BREATHE, PICTURE, RETURN)
* Time out – used as a short term intervention to reduce distress and as a means to de-escalation
* Pro-active management plans
* Multi-agency support

**Appendix 2 - SHANARRI wellbeing consultation tool**



What do I think?

|  |  |
| --- | --- |
|  I want to feel …… |  What would help? |
| Safe  |  |
| Healthy  |  |
| Achieving  |  |
| Nurtured  |  |
| Active   |  |
| Respected & Responsible  |  |
| Included   |  |

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## **Appendix 3 - Incident report for staff**

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 **INCIDENT REPORT**

**NAME/S: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ CLASS/ES:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**DATE/TIME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Completed by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

# Was the incident related to bullying? Yes No (please tick)

|  |
| --- |
| **DETAIL OF BEHAVIOUR ISSUES AND/OR INCIDENTS: (continue on back if necessary)** |
| **Action taken:** |