



# CPS Approach to: Promoting Positive Relationships & Behaviour



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This document will be continually revised and updated to inform best practice.

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# Introduction



At Cowdenbeath we continually strive to build healthy and positive relationships between all stakeholders. Throughout the school, we endeavour to create and maintain a nurturing and calm ethos around our strong school values and expectations to ensure our children are emotionally resilient, confident and well prepared to fulfil their potential to meet the challenges of growing up in the 21<sup>st</sup> Century.

## Rationale

Positive and supportive relationships are developed at Cowdenbeath to improve emotional, mental, social and physical wellbeing, ensuring that we are endeavouring to get it right for every child within the school community. It is vital that we are preparing children lifelong and life-wide success.

At Cowdenbeath Primary School, our School Vision, Aims and Values underpin everything we say and everything we do. We want our learners to be TERRIFIC:

## OUR VISION

Learning, Nurturing and  
Achieving Together

## OUR AIMS

- To be a safe, healthy and inclusive environment for learning
- To inspire, challenge, support and celebrate high-quality learning and achievement for all
- To welcome, nurture, respect and listen to everyone
- To work together as a team with everyone within our school community

## OUR VALUES

Trusting  
Equitable  
Responsible  
Respectful  
Inclusive  
Fair  
Integrity  
Caring

## BE TERRIFIC!

It is the role of every member of the school team facilitate the removal of any barriers that might prevent children from being the best version of themselves. All the staff within the school, regardless of their role, take an active role to promote positivity to ensure a nurturing approach.

*“The learning environment is built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes.”*

*(HGIOS 4)*

## Our Shared Vision for Positive Relationships at Cowdenbeath Primary School

We believe that meeting the needs of all pupils is at the crux of promoting positive relationships. In collaboration with all stakeholders; pupils, families and school team members, we have created a shared vision for what we want to achieve:



# Promoting Positive Relationships & Behaviour

## Our Shared Vision:



### Calm and happy

We want our school to be a calm space, where children can regulate their emotions



### Everyone gets the help they need

An equitable place where everyone's needs are understood and support is available for anyone who needs it.



### Doing and saying the right thing

A connected place where there is a sense of community between pupils, families and staff.



### Friendly and kind

A place where everyone is respected, respectful and responsible



### Feeling safe

A place where people feel happy and safe.

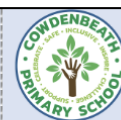


### Learn and grow

A place where pupils are engaged in their learning and motivated to give their best; to persevere, build their resilience and achieve.

To realise this shared vision, we need to be cognisant of the principles that underpin positive relationships and Behaviour:

<b>A Checklist for Positive Relationships and Behaviour</b>	
	promote effective and high-quality learning and teaching
	develop positive relationships between staff and between staff and learners
	create a culture of exceptionally positive relationships, for learning, for community, for life
	ensure that all learners are treated fairly, shown respect and to promote positive relationships
	support learners to take control of their responses and be responsible for the consequences
	build a community that values kindness and empathy
	promote community cohesion through improved relationships
	establish a clear and consistent approach to behaviour management.
	promote the safety of staff and learners, enabling all to work and live without fear of violence intimidation
	differentiate between the need for effective school discipline / staff and learner self-regulation and supporting wellbeing needs (which are distinct, but complementary)
	manage behaviour successfully, through implementing a positive whole-school approach to improving ethos and culture
	develop appropriate access to training and support for all staff on strategies for promoting positive behaviour.
	work together with partners and agencies, responding to the needs of learners early and effectively, with the least intrusive level of intervention, in line with the principles within the Children and Young People (Scotland) Act (2014)
	develop effective overall management and leadership of the school and its community work in partnership with all staff, including trade unions, parents/carers and learners to develop, implement and review their relationships and behaviour policy
	implement systems to identify and meet the needs of children who are at the greatest risk, including 'Care Experienced' children.



*“The majority of distressed and dangerous behaviours can be mediated and often prevented. Ensuring and implementing high quality learning and teaching, effective behaviour management systems and positive relationships in schools are the essential foundations on which to build more specialised approaches to managing extreme behavioural challenges”*

(Fife De-escalation Pack)

# How do we achieve this?

## Responsibilities of all stakeholders

### All Staff:

- establishing open, positive, supporting relationships across the community, where children and young people will feel that they are listened to, and where they feel secure in their ability to discuss sensitive aspects of their lives
- promoting a climate in which children and young people feel safe and secure
- modelling behaviour which promotes health and wellbeing
- using learning and teaching methodologies which promote effective learning
- plan learning activities that engage, challenges and meet the needs of all learners
- being sensitive and responsive to the wellbeing of each child and young person
- prevention before sanctions.
- follow up every time, retain ownership and engage in reflective dialogue with learners.
- never ignoring or walking past learners who are displaying unacceptable behaviours

### Teachers:

- 3.2: The Learning Context
  - 3.2.1 Effectively organise and manage learning
  - 3.2.2 Effectively engage learner participation
  - 3.2.3 Build positive, respecting relationships for learning
- 3.3: Professional Learning
  - 3.3.1 Engage critically with literature, research and policy
  - 3.3.2 Engage in reflective practice

(GTC Scotland Professional Standards - The Standard for Full Registration)

### Senior Leadership Team:

- leadership teams are not expected to deal with behaviour assistance requests in isolation. Rather they are to stand alongside colleagues to support, guide, and model and show a unified consistency to the learners.
- be a visible presence in the school to encourage appropriate behaviours in particular at transition times.
- support staff in returning learners to learning by modelling and promoting restorative conversations if required.
- regularly celebrate staff and learners whose efforts go above and beyond expectations
- encourage use of positive notes and positive phone calls
- ensure staff training needs are identified and targeted
- regularly share good practice
- use behaviour data to target and assess whole school policy and practice
- use behaviour data to target and assess interventions
- regularly review provision for learners with ASN (Child's plan, PAMP etc)

### Pupils:

- Children are expected to treat themselves, others and staff with kindness and respect at all time.
- If a child has a concern, they should feel able to approach any staff member and feel valued and listened to. A restorative resolution should be agreed by all parties and necessary support given by staff to ensure the child gets there.
- Children should identify and label their feelings, so that the necessary support can be given or if they require a quiet, calm space, they should be allowed to go there until they are more open to learning.
- Children should engage in all teaching and learning experiences and inform staff when they find things challenging, so the correct and appropriate supports can be put in place.
- Children are expected to make the right choices and be honest in how they are feeling.
- Children should never feel intimidated or undervalued by anyone within the school community. The expectation is children never lift their hands, feet or voices to others.

- Children should try to find their own independent solutions to solve problems in the playground.
- Children demonstrate a growth mindset and never give up attitude to their learning.
- Children work co-operatively with a variety of different children and groups to develop their emotional and social skills to ensure the best outcome for all.
- Children are encouraged to deal with issues in a calm way.

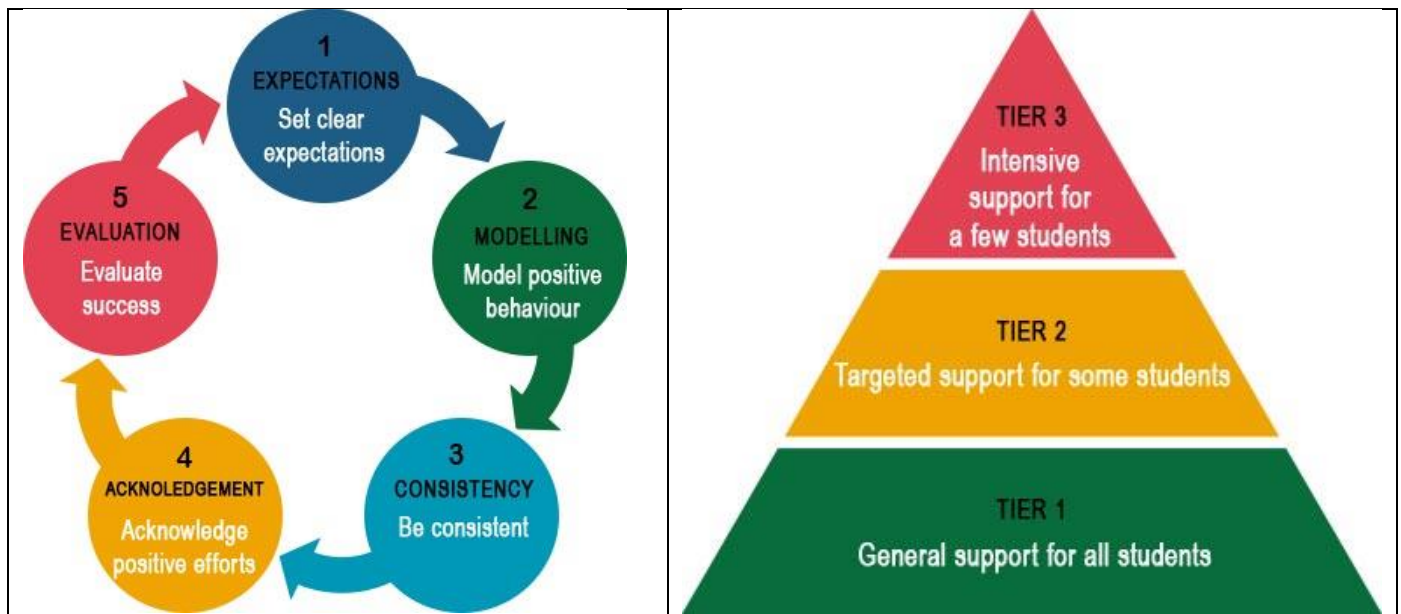
**Families:**

- Adults in school are expected to treat all children, staff and other adults with respect.
- Parents/carers will talk to their child about their learning and share their individual progress in learning journals, identifying successes and areas for development.
- Parents/carers can participate in the principles of Our Minds Matter and Do-Be Mindful.
- Parents/carers are expected to discuss any issues or challenges with their child and the school at the earliest opportunity.
- Parents/carers are given opportunities to identify what they consider is going well at Cowdenbeath and improvements through annual surveys, Parent Council, PTA and parent’s evening.

*“Whole school approaches, partner agency support, positive staff ethos and high-quality learning and teaching are the foundation on which more intensive behaviour management procedures must be developed.”*

**Features of our Practice – Positive Behaviour Support (PBS) Approach**

We have adopted a PBS approach at Cowdenbeath PS.



**Tier 1 PBS Approach (Universal Support)**

These are approaches that we want to use with all pupils at every stage of the school:

- **Staged Intervention and Sanctions**  
Engagement with learning is always our primary aim and for most children this will be achieved through a consistent approach to class expectations. These expectations and strategies are summarised in our traffic-light system to promoting positive social behaviours, which should be consistently and visibly evident in each class through signage and observed actions. This traffic-light system was created in partnership with pupils, based on the behaviours they told us that made them feel unsafe in their classrooms (see Amber and Red Antisocial Behaviours, appendices 2 & 3)
- **Whole class Scaling and Target setting:**

In each class, the adults supporting the children help them to review their progress to realising our shared vision for promoting positive relationships and behaviour. This involves scaling; the class agree a score for each day's success. They also identify why they have given this score and what they can do collectively to maintain or improve the score the next day.

• **Recognising and Celebrating Achievements:**

These are processes and systems that schools use to recognise and reinforce good choices. These are typically reward systems. Rather than simply using rewards, which focus on using extrinsic motivation to encourage positive choices, schools should also supplement this with approaches that are focused on building intrinsic motivation and genuine recognition of personal successes.

At Cowdenbeath we use a house-points system. In addition, there has been a wide variety of wider achievement opportunities across the ELC/School this session. All opportunities have developed a range of skills linked to the 4 capacities:

**Effective Contributors**

**Successful Learners**

**Responsible Citizens**

**Confident Individuals**

These also have links to our school values, the UNCRC, 4 contexts for learning and or our skills framework.

These have been shared through:

- Seesaw
- Reporting
- Weekly newsletter
- Wall displays in school

These have been celebrated through:

- Pupil of the Week
- Literacy Legends
- TERRIFIC Awards
- Assemblies

• **Whole school nurturing approaches:**

Based on theories of attachment and resilience, these initiatives involve staff training about the theories and research focusing on the impact of early parenting on young children. Staff who understand that attachment issues are key to why children behave in certain ways are better equipped to create positive solutions and nurturing environments so that learners are emotionally ready to engage with learning (trauma informed practice). Staff who can provide learners with a consistent and reliable response to their needs will help them to develop and maintain trusting relationships. In turn, the child or learner is more likely to develop confidence and a sense of security and independence. In this context 'nurture' is taken on as a whole school/organisational responsibility where all learners have frequent opportunities to observe and learn from nurturing adult role models via everyday interactions, communication and relationships.

• **Self-Regulation:**

A way of working with learners which gives them a framework to help them to manage their own responses, behaviours and impulses by supporting them to develop over time, new ways of thinking and managing their behaviour. It enables the individuals to make goals/targets and think through the actions required to achieve those goals (Goal, Plan Predict, Do, Review). Routine repetition of agreed scripts is a significant part of the self-regulation development. This should also include consideration of the pupil's capacity to regulate their own behaviour through 'pupil-led withdrawal'.

• **Restorative Approaches:**

These approaches aim to improve relationships and behaviour in schools by moving away from a blame and retribution model of dealing with unacceptable behaviour towards one which is based on social responsibility and self-awareness. Based on a non-judgemental approach, key questions are asked to engage the individual who has caused harm in taking responsibility for their actions and repairing the relationship with those who have been affected.

• **UNCRC and Rights Respecting Schools:**

This approach seeks to put the rights of the child at the heart of a school's ethos and culture. Through all staff (teaching and non-teaching) modelling rights respecting language, a restorative approach is promoted where all rights are given unconditionally, and relationships are enhanced.

• **Trauma Informed Practice:**

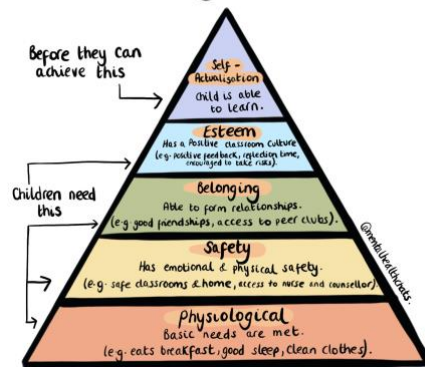
Recognising that adverse childhood experiences can impact on attachment and an individual's development is crucial for all staff supporting children and young people. Ensuring an awareness of background and experiences and how this may impact on a young person is vital for supporting appropriately. Trauma informed practice ensures that wellbeing and relationships are key within a nurturing approach. It aims to promote awareness of the impact of trauma and how we can best support.

**Challenging Behaviour?**

**What else might be going on?**

- **Trauma**
- **ASN**
- **Low self-esteem**
- **Peer-pressure**
- **Cultural expectations**
- **Hunger**
- **Tiredness**

**Maslow's Hierarchy of School Needs**



**Tier 2 PBS Approach (Targeted Support)**

Children can only engage with their learning when their needs are properly understood and met. For some children these universal strategies will not be enough, and they will need some additional, targeted support to help them engage. This typically involves coaching and safety planning to support improved self-regulation. It may also involve some additional planning and personalised school-based protocols tailored to their needs. This could mean adjustments to their learning provision and activities and additional support from school adults. Families of these children will also be involved in conversations around their child's support needs.

**Tier 3 PBS Approach (Intensive Support)**

For a small number of children whose dysregulated behaviour puts themselves and others at risk, we have additional risk assessment protocols and we will work closely with other agencies such as the Educational Psychologist, Pupil Support Services and even Social Work.

## The CPS Traffic Light System

This PBS approach has allowed us to develop a consistent system across the school to promote positive relationships to realise our shared vision (see appendix 1). To improve fidelity and understanding amongst all stakeholders, we have created a traffic light system:

### Green Social Behaviours




















The pupils and teacher in collaboration in each class agree expectations for positive social behaviours and create a class charter. Each charter is underpinned and has direct reference to the rights and responsibilities outlined in the UNCR. These charters are then referred to on a daily basis to promote, encourage and celebrate positive social behaviours. The charters should be revised as required throughout the year.

### Amber Anti-social Behaviours\*

These are the behaviours that result in other people having a negative lived experience in the school. Our Amber Anti-social Behaviour posters in each class also state how staff should respond to these behaviours in a consistent way that reduces the likelihood of escalation. These behaviours were identified by our pupils when we audited their opinions.

## CPS Anti-social Behaviour Interventions:



Amber Level Anti-social Behaviours		Class Teacher and PSA Staged Support Interventions	
 Leaving class without permission	 Stealing		<b>Reminder</b>
 Not listening or following instructions	 Being unkind/disrespectful to others		<ul style="list-style-type: none"> <li>Respond positively in the first instance – quiet word, polite request, catch others being good, thanking children for demonstrating appropriate behaviour.</li> <li>Attempt to redirect pupil – use humour, provide a task or responsibility or offer a choice.</li> </ul>
 Name-calling	 Rough Games		<b>Warning</b>
 Shouting	 Deliberate unwanted contact with others		<ul style="list-style-type: none"> <li>Clearly state the expected change – provide opportunity to change behaviour – specific target in a measurable timeframe.</li> <li>Discuss issue supportively as a class.</li> <li>Direct them to a calm area/calming activity – short time out to calm down and plan how they will return to class engagement.</li> </ul>
 Swearing	 Not being respectful to property		
 Talking out of turn/over others	 Refusing to engage with learning	<b>Consequences:</b> <ul style="list-style-type: none"> <li>Grow Chat with class teacher - restorative conversation linked to school values and lifelong, life-wide success (perhaps at the start of free/play time?).</li> <li>PSA to work with pupil or small group with pupil; away from the class if required.</li> <li>SLT may be asked to chat with class.</li> <li>Share concerns and support strategies with parents.</li> </ul>	
 Disrupting the class	 Telling on others (to get them in trouble)		
 Running in the class/corridors	 Being untruthful		
<b>Continued anti-social behaviour will result in SLT Intervention – see “Red Level Anti-social Behaviour”</b>			



















(see appendix 2)

### Red Anti-social Behaviours\*

These are the negative social behaviours that are directly abusive to other people or property and can often be more readily identified as bullying behaviours, whether intended or not. Again, the Red Anti-social Behaviour posters in every classroom summarise these behaviours and the staged response to them.

# CPS Anti-social Behaviour Interventions:



Red Level Anti-social Behaviours	Senior Leadership Team Staged Support Intervention		
 <b>Physical assault</b> (fighting, hitting, pushing, pinning someone down)	 	<p style="text-align: center;"><b>Level 1 Support Intervention</b></p> <ul style="list-style-type: none"> <li>• Grow Chat               <ul style="list-style-type: none"> <li>- restorative conversation linked to school values and lifelong, life-wide success.</li> <li>- provide opportunity to change behaviour, specific target in a measurable timeframe.</li> <li>- include reparations where necessary (e.g. apologies; spoken or written- if genuine)</li> </ul> </li> <li>• Unfinished work completed during break times or sent home for completion.</li> </ul>	
 <b>Bullying</b> (deliberately making fun of how someone looks; emotional or mental abuse; body shaming)		  	<p style="text-align: center;"><b>Level 2 Support Intervention</b></p> <ul style="list-style-type: none"> <li>• Grow Chat during break               <ul style="list-style-type: none"> <li>- further restorative conversation linked to school values and lifelong, life-wide success with SLT during a breaktime.</li> </ul> </li> <li>• Tasks to be completed: e.g. having to write about the school values or repeated expectations.</li> </ul>
 <b>Discrimination</b> (abuse involving the protected characteristics)	    		<p style="text-align: center;"><b>Level 3 Support Intervention</b></p> <p>May result in:</p> <ul style="list-style-type: none"> <li>• loss of break time for a set period; partially/completely if supervision is required.</li> <li>• short-term target setting to be agreed with pupil.</li> <li>• tasks to be completed: e.g. having to write about the school values or repeated instructions.</li> <li>• formal note of concern to parents</li> <li>• parents may also be called into the school to support pupil to modify their behaviour choices.</li> </ul>
 <b>Threatening behaviours</b>		 <b>Verbal abuse - swearing directed at others/teacher</b>	 <b>Deliberate setting off of the Fire alarm</b>
 <b>Deliberate damage to personal or school property</b>		 <b>Not respecting others' privacy at the toilets</b>	
<b>In the case of a serious incident, formal exclusion will be considered to allow for risk assessment and support/safety planning</b>			

(see appendix 3)

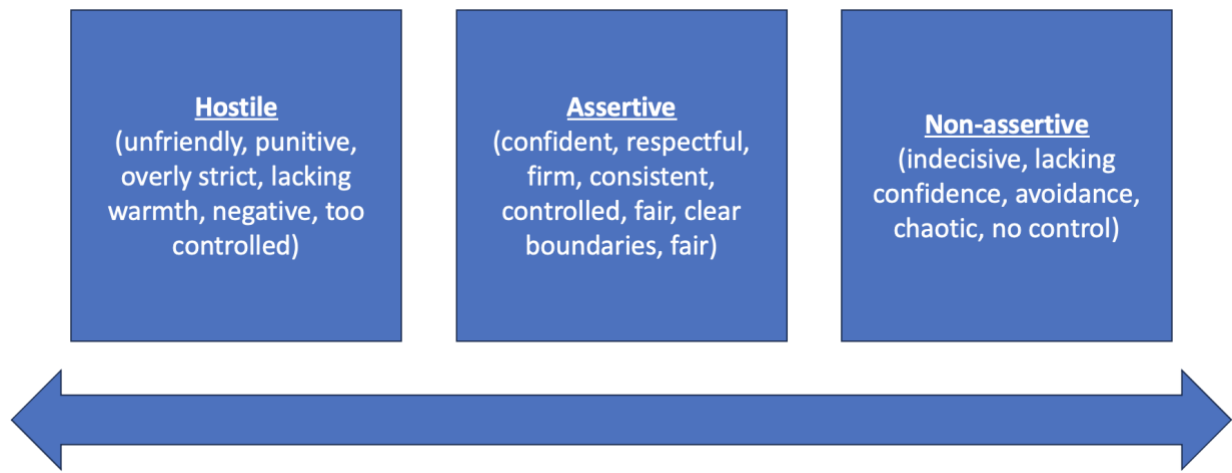
\*A note about terminology

We have consciously made the decision to use the term “anti-social” despite its negative connotations. The rationale for this was that by explicitly identifying and labelling the behaviours that directly prevent positive relationships as “anti-social”, we can have more transparent and consistent discussions with pupils. In doing so, we have a shared language framework where we engage in meaningful, restorative discussions to encouraged the positive behaviours which will enable us to realise our shared vision for positive relationships.

## Tensions in Influence and Control – Threats to Our Success

Staff attitudes and skills, and the nature of the interactions teachers have with learners are essential elements of behaviour management. The assertiveness model offers a simple framework to describe interactive behaviours helpful in promoting positive relationships and a constructive influence over others. It also gives us an opportunity to think about different teaching and learning styles and reflect on our own practice.

- **Hostile response:** where individuals demonstrate unfriendly responses and interact with learners in a very negative manner.
- **Non-assertive response:** indecisive, helpless type behaviour and an avoidance of potentially difficult situations. This can result in decreased self-confidence and a loss of teacher authority and control.
- **Assertive response:** to strike the correct balance we must try to demonstrate a positive, assertive response style to ensure that that the confidence of both parties is preserved. This is an interactive style in which the teacher is appropriately directive without being inappropriately demanding. Rules and acceptable boundaries are fair and set in advance without being overbearing or didactic.



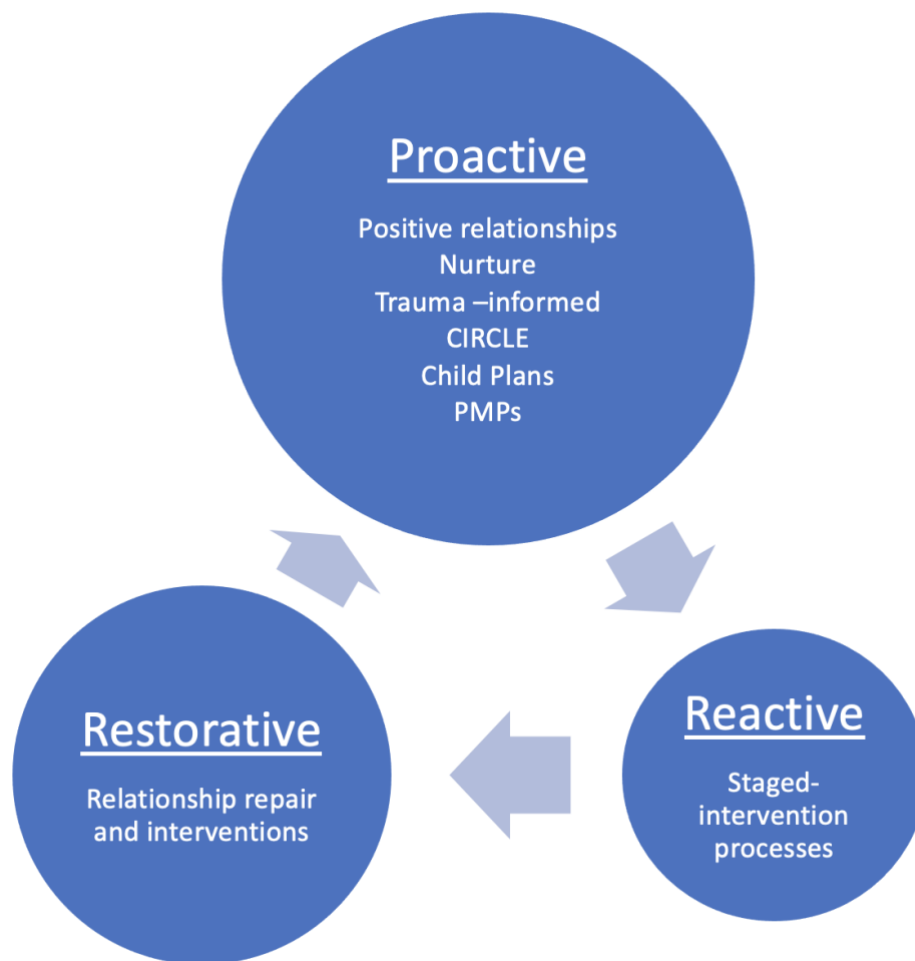
It is our aim to strike the Assertive balance as this is how we can best meet the needs of all our pupils, team members and families.

**Threats:**

- inconsistent staff responses to learner behaviour
- punitive staff attitudes
- staff fear of specific learners and avoidance
- low levels of staff interaction with learners
- low staff morale
- unclear organisational aims and vision
- inconsistent implementation and/or lack of clear procedures and planning
- inconsistent multi-agency working
- an unwillingness to examine what went wrong
- learning experiences that do not match learners' needs
- judgemental perspectives
- deficit thinking around support needs

*“Where organisational problems remain unacknowledged and unaddressed by professional development, the most likely outcomes are frustrated and unhappy participants.”*  
(Fife, Promoting Positive Relationships & Behaviour in Schools)

It is essential that we have consistency and fidelity in our principled approaches to promoting positive relationships and behaviour if we are to move towards our shared vision. At Cowdenbeath PS, we aim for consistency in our approaches, not just in how we **react** to behaviour but also in the ways that we **prevent** it from occurring in the first place and how we **repair** relationships and help pupils to recognise their responsibility and accountability in a non-judgmental or threatening way.



## Incident Reporting

### **Recording and reporting violence and aggression**

- Staff must inform their school management as soon as possible of any incident and record the incident on 'First Contact' they should also record and follow up incidents on SEEMiS.
- The aim of recording is to retain enough information to inform best practice, identify future strategies and to ensure a record of events for legal purposes. The principal aim of recording is to mitigate risk, through effective planning and supportive interventions for staff and learners. The record should include any physical injury to staff or learner.
- Reporting also allows statistical monitoring of trends within and across schools; these are not intended to identify effective strategies to manage individual situations.
- Record keeping should be kept to a purposeful and manageable level. School senior management are responsible for ensuring that appropriate staff are involved in the process and that recording is maintained at an appropriate level.
- The use of physical intervention must be recorded as soon as possible, and no later than the next working day using the Council's First Contact system.
- A Risk Assessment and Risk Management Protocol **must** be implemented for any child or learner assessed as highly likely to present distressed / dangerous behaviour. The recognised format for this in Fife is the Proactive Risk Management Protocol (see Risk Assessment and Management of Pupil Behaviour).

### **Debriefing following an incident** (see flow chart in Appendix 4)

Incidents such as described above can be traumatic. School senior management should assess the degree of staff support required and discuss the incident with staff concerned, as soon as possible, in a calm and supportive environment (see Physical Intervention in Schools policy). Where a member of staff needs further

support, advice or training, senior school management should take prompt action to see that it is provided. School management should link to their Education Manager and Educational Psychologist.

Following any violent, volatile or aggressive incident, the learner (where they can express a view) should be given time, opportunity, and support to discuss and reflect on the situation in a calm and supportive environment. The learner's views must (where the learner can express a view) be recorded at an appropriate time when the learner is most likely to provide the best information. Arrangements should be made for learners to be interviewed about the reasons that led to the incident and the circumstances that followed.

Parents/carers must be informed of a violent incident and provided with an opportunity to discuss it. Parents/carers must be invited to participate and contribute to problem-solving and planning future strategies for their child. In the case of a small number of learners with severe and complex needs, incidents can be frequent and predictable. In these cases, parents/carers must be kept informed about incidents where it has been deemed appropriate to use physical intervention. Parents/carers must also be involved at regular intervals in planning and risk assessments. School senior management must ensure robust systems are in place to facilitate regular communication with parents/carers.

Debriefing with staff, learners and parents/carers should lead to positive and problem-solving discussions about how the risks of such incidents may be avoided in the future. If appropriate, consideration should be given to exploring how the learner and any other individuals involved can work together to make amends or repair harm. An approach based on restorative practice will be effective in most circumstances.

### **Physical Intervention**

School staff should hope never to have to use Physical Intervention, but there is a need for staff to be aware of the law. It may be necessary to intervene physically to protect yourself or others. This will not be 'planned Physical Intervention', but an emergency, where intervention is required under 'duty of care' to safeguard ourselves, or others.

Staff should be mindful of both their duty of care and the law regarding the use of reasonable force in self-defence or defence of another person. There are three requirements for self-defence in Scots Law, as set out in the case above:

1. "There must be imminent danger to the life or limb of the accused"
2. "The retaliation that he uses in the face of this danger must be necessary for his own safety"
3. "If the person assaulted has means of escape or retreat, he is bound to use them"

It would be reasonable to intervene in a situation where a child is being attacked by another and staff should always consider their 'duty of care' in such circumstances.

**Staff should put their own safety and that of others before prevention of damage to school property.**

### **A Note About Exclusions**

- Exclusion should be the last resort; it should be for as short a time as possible, and always have a positive, purposeful intention for the learning and wellbeing of the pupil.
- Exclusion should not be viewed as punitive.
- Where exclusion is used, it should be as a proportionate response where there is no appropriate alternative, and the wellbeing of the pupil should be a key consideration.
- The time during and after the exclusion period should be used constructively to resolve the situation and ensure positive and appropriate support is in place.

## Further Reading



- [Fife De-escalation Development Pack](#)
- [Fife Guidance – 5 Principles of Trauma Informed Practice](#)
- [Promoting Positive Relationships & Behaviour in Schools](#)
- [How Nurturing Is Our School](#)
- [CIRCLE Resource](#)
- [Up, Up and Away!](#)
- [How We Work Matters](#)
- [Included Engaged and Involved: Preventing and Managing School Exclusions](#)
- [Fife Physical Intervention and Restrictive Practice Guidance](#)
- [HS1 Reporting](#)



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# Promoting Positive Relationships & Behaviour



## Our Shared Vision:



### **Calm and happy**

We want our school to be a calm space, where children can regulate their emotions



### **Everyone gets the help they need**

An equitable place where everyone's needs are understood and support is available for anyone who needs it.



### **Doing and saying the right thing**

A connected place where there is a sense of community between pupils, families and staff.



### **Friendly and kind**

A place where everyone is respected, respectful and responsible



### **Feeling safe**

A place where people feel happy and safe.























### **Learn and grow**

A place where pupils are engaged in their learning and motivated to give their best; to persevere, build their resilience and achieve.




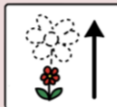

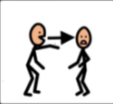














# CPS Anti-social Behaviour Interventions:

Amber Level Anti-social Behaviours		Class Teacher and PSA Staged Support Interventions	
 <p>Leaving class without permission</p>	 <p>Stealing</p>		<p><b>Reminder</b></p> <ul style="list-style-type: none"> <li>Respond positively in the first instance – quiet word, polite request, catch others being good, thanking children for demonstrating appropriate behaviour.</li> <li>Attempt to redirect pupil – use humour, provide a task or responsibility or offer a choice.</li> </ul>
 <p>Not listening or following instructions</p>	 <p>Being unkind/disrespectful to others</p>		
 <p>Name-calling</p>	 <p>Rough Games</p>		
 <p>Shouting</p>	 <p>Deliberate unwanted contact with others</p>		
 <p>Swearing</p>	 <p>Not being respectful to property</p>		
 <p>Talking out of turn/over others</p>	 <p>Refusing to engage with learning</p>		
 <p>Disrupting the class</p>	 <p>Telling on others (to get them in trouble)</p>		
 <p>Running in the class/corridors</p>	 <p>Being untruthful</p>		

Continued anti-social behaviour will result in SLT Intervention – see “Red Level Anti-social Behaviour”



# CPS Anti-social Behaviour Interventions:

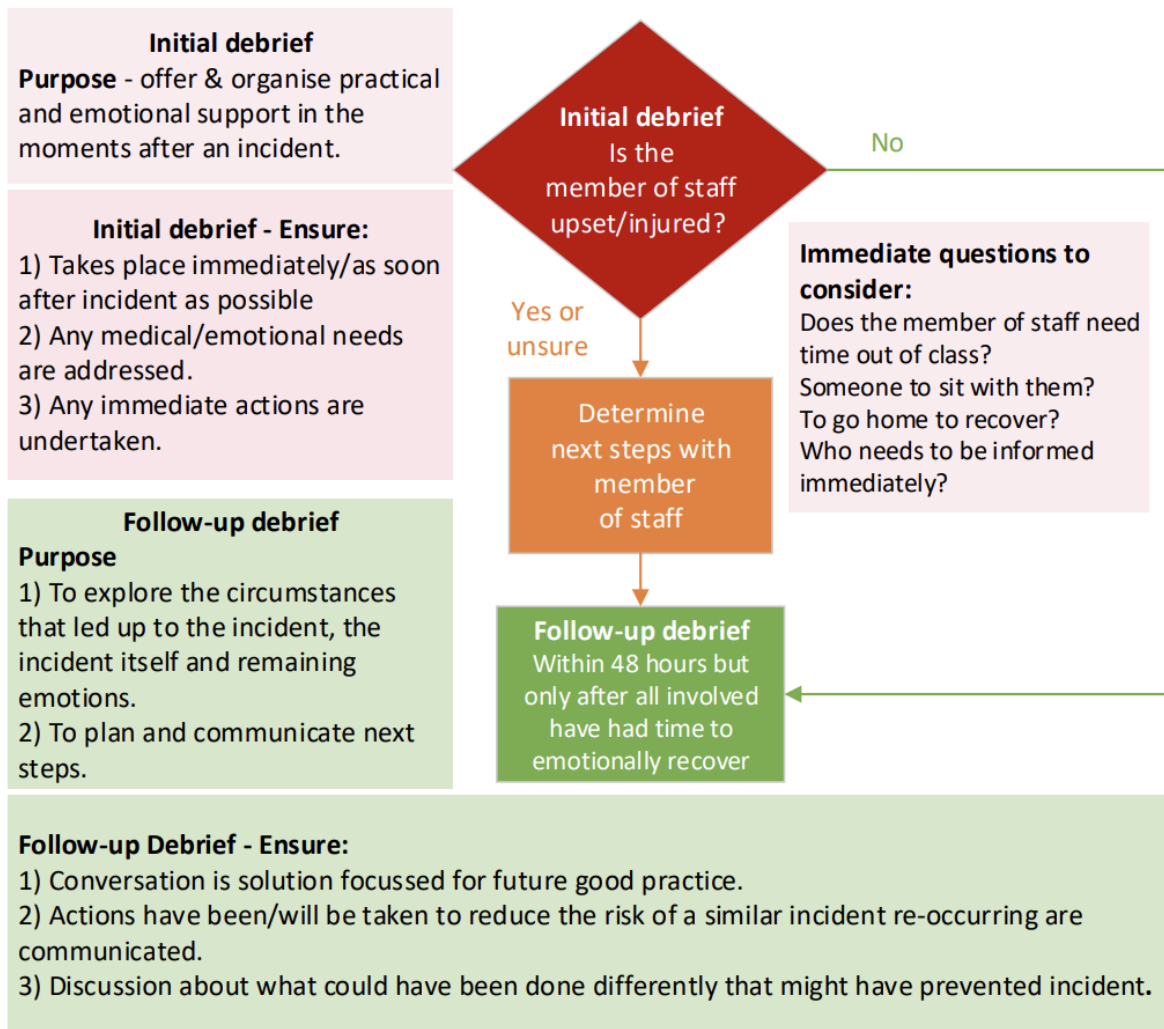
Red Level Anti-social Behaviours	Senior Leadership Team Staged Support Intervention		
 <p><b>Physical assault</b> (fighting, hitting, pushing, pinning someone down)</p>	 	<p><b><u>Level 1 Support Intervention</u></b></p> <ul style="list-style-type: none"> <li>• Grow Chat                             <ul style="list-style-type: none"> <li>- restorative conversation linked to school values and lifelong, life-wide success.</li> <li>- provide opportunity to change behaviour, specific target in a measurable timeframe.</li> <li>- include reparations where necessary (e.g. apologies; spoken or written- if genuine)</li> </ul> </li> <li>• Unfinished work completed during break times or sent home for completion.</li> </ul>	
 <p><b>Bullying</b> (deliberately making fun of how someone looks; emotional or mental abuse; body shaming)</p>		  	<p><b><u>Level 2 Support Intervention</u></b></p> <ul style="list-style-type: none"> <li>• Grow Chat during break                             <ul style="list-style-type: none"> <li>- further restorative conversation linked to school values and lifelong, life-wide success with SLT during a breaktime.</li> </ul> </li> <li>• Tasks to be completed: e.g. having to write about the school values or repeated expectations.</li> </ul>
 <p><b>Discrimination</b> (abuse involving the protected characteristics)</p>			    
 <p><b>Threatening behaviours</b></p>	 <p><b>Verbal abuse - swearing directed at others/teacher</b></p>		
 <p><b>Deliberate setting off of the Fire alarm</b></p>	 <p><b>Deliberate damage to personal or school property</b></p>		
 <p><b>Not respecting others' privacy at the toilets</b></p>			

**In the case of a serious incident, formal exclusion will be considered to allow for risk assessment and support/safety planning**

## Fife Council Education and Children's Services Directorate Staff Welfare: Debriefing following a violent incident (updated June 2022)

Following an incident which has involved a member of staff being treated aggressively or violently there can be a number of key actions to support staff. Where the member of staff involved is a Headteacher they should immediately contact their Education Manager who will then contact them to discuss what has happened.

For further information refer to Debriefing following a Violent Incident.



### Key principles:

- 1) Always debrief following violent incidents to both ensure safety and to learn from all incidents.
- 2) Encourage completion of HS1 forms to ensure accurate analysis of data.
- 3) Include parents/carer's, child/young person and all relevant staff in planning steps (eg development of Child's Plan/proactive plan).
- 4) Communicate next steps to all parties including parents/carers.