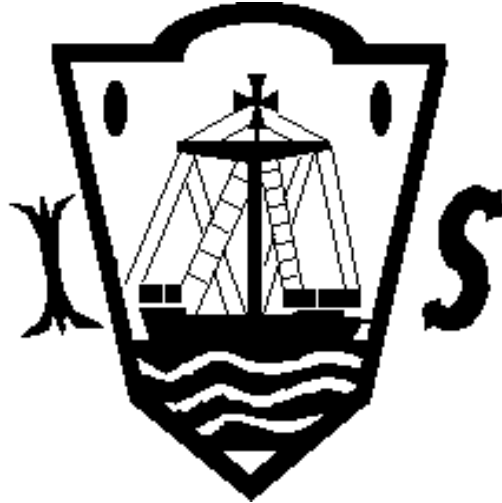


Inverkeithing Primary School



Better Relationships, Better Learning, Better Behaviour at Inverkeithing Primary

*A whole school approach to positive behaviour management,
pastoral care, and care & welfare approaches.*

Management of Pupil Behaviour and Care and Welfare procedures policy created - June 2004
Policy updated to become Policy for Nurturing and Supporting Positive behaviour - May 2014
Policy revised to become Better Relationships, Better Learning Better Behaviour at Inverkeithing Primary – January 2016
Policy revised August 2018
Policy updated February 2022



Introduction:

Our school vision statement is “Learning Together ~ Bridging to Success”. We strive to provide a positive, inclusive, and respectful learning environment. The school values of “Look Smart, Think Smart, Act Smart” aim to promote a sense of purpose, pride and respect within the school community.

A nurturing and supportive school ethos is fundamental to promoting and maintaining positive behaviour in school. At Inverkeithing Primary School, our aim is to establish an environment in which all children feel safe and valued which provides opportunities to ensure children become responsible citizens, successful learners, confident individuals and effective contributors to society.

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.”

Building Curriculum for Excellence Through Positive Relationships and Behaviour

This school’s policy is based on the following principles:

Good relationships

- Good relationships between staff, pupils and parents are crucial in promoting a positive school ethos both within school and across the school community.

Nurturing approaches

- It is important that our approaches within school to establish and maintain a nurturing and supportive ethos are agreed among staff and shared with pupils and their families.

Positive Praise

- We believe that positive approaches, based on encouragement, praise and realistic target setting, are effective in engaging pupils in their learning.

Restorative Approaches

- Modelling and encouraging positive behaviours, underpinned by a commitment to restorative approaches, ensures children are nurtured to have resilient and meaningfully positive relationships.

Consistency

- A high degree of consistency must be shown by all adults throughout the school to promote positive behaviour.



Aims:

The aim of this policy is to:

- promote consistency and commitment to nurturing and supporting positive behaviour within Inverkeithing Primary School
- outline the responsibilities and expectations of staff, parents & pupils
- share agreed classroom approaches to positive discipline which promotes high standards of behaviour expected of all pupils
- share agreed strategies used by school staff in supporting and developing positive behaviours and nurturing relationships at school.

The above aims of our Positive Behaviour Management approaches are reflected in our School Vision, Values and Aims – See Appendix 1

We aim to achieve these aims through pupils' development of their knowledge and understanding about themselves, others, their immediate environment and the wider world.

The whole school ethos is a vital facilitator to achieving these aims. To support our pupils to the best of our ability we aim to develop and nurture positive partnerships with parents and carers, local community groups, multi-agency partners and the wider community within Fife and Scotland.

Policy in Practice

While much of the content of the pupil's Personal and Social Development will be covered through learning planned using The Curriculum for Excellence Health and Wellbeing and Religious and Moral Education Experiences and Outcomes, it must be stressed that the wider and hidden curriculum promotes much of the development towards the pastoral care and welfare of pupils.

A whole school approach:

As the environment in which children learn has a significant influence on their personal and social development, it is essential that our school ethos is caring and supportive where all pupils, staff and visitors know that they are valued and respected.



Promoting consistency and commitment to nurturing and supporting positive behaviour within Inverkeithing Primary School

Our policy focuses on creating a whole school nurture approach. This approach complements the philosophy of “Getting it Right in Fife”. We will do this by:

- Promoting the school values and aims within class activities, whole school and stage assemblies (Appendix 1).
- Compiling Class Charters within each class to support our work towards Rights Respecting Schools’ registration and award scheme.
- Undertaking regular, planned and progressive Health and Wellbeing work with pupils within each class, including ‘Cool in School’, as part of the school’s Health and Well-being Policy.
- Training a group of senior primary pupils on an annual basis to act as playground mediators to support their peers.
- Using class-based reward schemes regularly to ensure praise and recognition is given for positive choices, positive attitudes to learning, as well as acknowledging the high standards and model behaviour of consistently well-behaved pupils.
- Using agreed behaviour management strategies, including scripting and restorative approaches, to consistently support positive behaviours within the classroom, the school and playground. (Appendix 2)
- Using agreed restorative approaches to deal with any arising conflict between or among pupils within the classroom and playground. (Appendix 2)
- Using class or group discussion time to respond to any appropriate arising issue within school or playground.
- Using reflection time to evaluate, set and reset personal learning and behaviour targets as part of Learning Journey Jotter work.
- Ensuring regular opportunities for gathering pupils’ views and opinions through formative assessment, surveys and consultations e.g., traffic lighting work, as part of Pupil Council discussions and/or School Improvement Planning.



Our responsibilities and expectations

All school staff will:

- Promote a positive ethos within the school by employing a restorative approach.
- Be consistent by responding, not reacting, with proactive approaches
- Model the behaviour they expect in pupils
- Show respect for all pupils and expect to be respected in return
- Be sensitive to the background of children, showing awareness of how this may affect the emotions and behaviours which pupils bring to school daily
- Respond to any situations encountered within the school e.g., line duty, in corridors or the playground

School Management staff will:

- Support class teachers to develop positive behaviour strategies
- Promote positive behaviour and school ethos through assemblies
- Support high expectations for pupil behaviour in school, in the playground and when out of school on trips
- Maintain good contact with children's family members to support good engagement at school.
- Work alongside staff to develop positive strategies for individuals
- Develop and maintain good professional relationships with our multi-agency partners.
- Monitor and review the effectiveness of our 'Better Relationships, Better Learning, Better Behaviour' policy

Parents:

- Will be encouraged to share in the life of the school through regular 'Learning Journey' updates, newsletters, emails, social media posts, etc.
- Will be informed of any ongoing or significant problem concerning their child's behaviour as early as possible.
- Will be invited, if appropriate, to work in partnership with school staff to support strategies being adopted by the school to improve their child's behaviour

Pupils:

- Will be involved in discussing and agreeing their own Classroom Charter at the beginning of every school session school.
- Will share in the discussion of pupil responsibilities as outlined in the Classroom Charters, supporting the rules and values of the school and playground.
- Will be involved in class and school discussions to select representatives and respond to the work of the Pupil Council and school in maintaining a safe, nurturing, supportive and positive environment for learning.
- Will be actively encouraged to become 'responsible citizens' & 'effective contributors'.
- Some senior pupils will be actively involved in peer mediation in the playground.



Appendix 1

School Vision, Values & Aims

Vision statement

“Learning Together ~ Bridging To Success!”

School values

- Look Smart (Respecting myself)
- Act Smart (Respecting others, Fairness, Courage)
- Think Smart (Responsibility, Honesty, Commitment)

School aims

At Inverkeithing Primary School, we aim:

- To provide and promote a positive, inclusive and respectful learning environment where pupils are encouraged to have high aspirations and a ‘can do’ attitude to all of the challenges presented to them.
- To provide and promote an ambitious learning and teaching culture within which our pupils receive a broad general education which enables them to reach their full potential as Successful Learners, Responsible Citizens, Effective Contributors and Confident Individuals
- To work and as school community to enable pupils to develop relevant capacities and attitudes through a modern curriculum which has a strong focus on the development of literacy, numeracy, health and well-being and, on promoting achievement and raising attainment.
- To be committed to improving all aspects of the school through a culture of self-evaluation to maintain the effectiveness and relevance of our work, we give priority to ensuring the quality of our approaches to learning and teaching continues to engage and motivate learners.
- To build positive relationships with learners, among learners, with parents, colleagues, partners and across the school community and work with colleagues to ensure early intervention is timely to maintain pupils’ safety and well-being and maximise their capacity to learn.

Within this school our ultimate aim for ourselves, our pupils and their families and the general school community is to **be all we can be!**



Appendix 2: Scripting & Restorative Approaches – A starter for 10

Scripts: Your well-selected words

- Go into the child's ears
- Become their selected words and thoughts
- Help develop their strategic thinking
- Using everyday routines, conversations and situations

Scripts may include:

- Hard? - Easy?
- Scary? – Not Scary?
- Like? – Don't Like?
- Big Deal? - Little Deal?
- Ready? - Not Ready?
- Choice? - No Choice?
- Right Speaking? - Wrong Speaking?
- Fair? Unfair?
- "I'll know you're ready when...."
- "Show me..."
- "Can you do X for me? Thank you"

The main idea is to use words you would like the child to use in the future. You are planting self-regulate in the child's head so it becomes their self-talk.

- Modify the language to meet class/individual needs
- Use frequently – constantly, every day with every child.
- Pick routines that are important to the child
- Use under positive and non-stressful circumstances to create positive associations

The long-term importance of scripting is:

- to help students learn that they have choices in some situations and not in others – and learn how to discriminate
- to help them learn how to make good choices when they don't have a choice.
- to help them learn to accept 'No Choice' situations



Appendix 2 (cont.): Scripting & Restorative Approaches – A starter for 10

An example of developing a “Choice? No choice?” Script:

- **Identify /label the issue**
You have a choice here. **OR** – You don’t have a choice here.
- **State the reason**
You can choose to do....**OR** – There is no choice because....
- **Offer a strategy**
Here’s what we can do to get through this...
- **General reassurance**
“There you go. You see there’s always something we can do / that works, isn’t there?”

“Great; that was hard – but you made the right choice and we did it.”

The work of Mark Ylvisaker & Tim Feeney is well worth looking into as part of staff CPD for positive behaviour management.

Restorative approaches: scripts you can use to support challenging times:

- ***What happened?***
- ***What were you thinking at the time?***
- ***What have you been thinking since?***
- ***Who has been affected by what you did?***
- ***In what way have they been affected?***
- ***What do you think needs to happen to make things right?***
- ***How can we make sure this doesn’t happen again?***
- ***What can I do to help you?***

Key to all restorative conversations and meetings is not the words used but the intention behind the words

- tone used
- the body language accompanying the words
- the way you respond to what is subsequently said

Remember – every interaction is a teaching moment and if we aren’t modelling what we are teaching then we are teaching something else!