Kettle Primary School

Positive behaviour, relationships and anti-bullying

Revised May 2018

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Good relationships and positive behaviour across whole school communities are fundamental to the successful delivery of a Curriculum for Excellence. Underpinning the delivery of outcomes are the creation of a positive ethos, peaceful learning environments, improved relationships, and positive behaviour in our schools; ensuring our children and young people are included, engaged and involved throughout their school careers.
Improving relationships and promoting positive behaviour in Scotland's schools (Scottish Government 2008)

The role of the school is to provide a safe and caring environment. It is the school's aim to support pupils in their social, personal and academic development. Please see Attachment One - Kettle Primary School's Vision and Aims.

To encourage positive behaviour it is the school's intention to raise self-confidence and self-esteem through the promotion of:

- Care and responsibility
- Commitment to fairness and honesty
- Respect for others and the environment

Fife Council fully endorses the view of the inextricable link between positive relationships and behaviour, and the provision of high quality learning and teaching experiences. We believe it is essential to value each child and young person as an individual with his or her own strengths and development needs. We recognise that children and young people bring with them to school different abilities, experiences and family circumstances, and that creating a safe, secure environment and positive ethos will foster good relationships and behaviour within a community. We also recognise that behaviour which disrupts the learning of others or causes harm to other children is not acceptable and should not be ignored; however a consistent approach which focuses on cultivating positive relationships and, where necessary, repairing harm done to people and relationships, rather than on assigning blame and dispensing punishment, is more likely to be successful in the long run.

In Kettle, we adhere to guidance from the Scottish Government and Fife Council in relation to the development of positive relationships, behaviour and anti-bullying. This document details how positive relationships and positive behaviour are achieved in our school and how any incidences of bullying will be dealt with.

Positive Relationships and Behaviour
Our policy emphasises a restorative rather than "blame finding" approach. This is an approach that helps children to understand their behaviour without condoning or tolerating inappropriate behaviour, placing more responsibility on pupils themselves to resolve the

effects of wrong doing, building a stronger sense of community in the school. In doing this, pupils become more skilled in solving their own problems. This in turn empowers them as individuals.

When a large group of children and adults work together it is realistic to think that there may be difficulties with relationships from time to time. Children work well when there is a recognised framework where they know the limits to what is acceptable within that framework. The majority of pupils in Kettle Primary School come to school ready to enjoy learning but for those who intentionally disrupt lessons or play, our policy reinforces positive behaviour and rejects unacceptable behaviour by:

- Recognising that everyone has a part to play and that each individual is of value.
- Develop each person's self-esteem through support, encouragement and celebration of good effort.
- Listen to the views and opinions of others – respect and value them.
- Respond in a polite, thoughtful way to one another.
- Teaching children the skills of self-regulation so that they can independently manage their behaviour and make positive choices.

In focussing on these positive actions and thoughts, we aim to minimise anti-social behaviour.

Kit-bag – use of Kitbag\Emotion Talks approach to develop resilience and mindfulness
At Kettle, we realise the importance of children's emotional and mental health and well-being so as a school we use Kitbag and Emotion Talks. Kitbag is a resource that helps introduce more compassion, caring and responsibility into the ways that relationships are managed within our school community.

  The kitbag can be used in groups, whole class or with individuals and encourages dialogue especially about behaviour and values. All conversations are set at a pace by the children.

At Kettle, the Kitbag is seen as a very restorative approach to behaviour and as it encourages reflection, self-help and calm state of mind, it allows children a safe space and time to deal with what has happened.

Next Steps
Should a pupil continue with negative behaviour, it is important to ensure that they are aware of the consequences of their actions. In determining consequences it is essential to determine the difference between minor and major behaviour issues. The following list is intended as a guide in determining the seriousness of situations.

Minor	Major
Constant classroom chatter	Fighting
Inattentiveness	Bullying
Forgetting books/kit	Leaving school without
Time wasting	permission
Work avoidance	Vandalism

Playground misdemeanours	Theft
Showing lack of respect	Verbal abuse
Attention seeking resulting in misbehaviour	Physical abuse
Not completing homework	

Should a serious incident occur, the pupil will be seen by the Headteacher or whoever is deputising in her absence.

The Headteacher will support class teachers in the following way. Please note that this is a progression of events unless the incident has compromised the safety of individuals within the school.

- Plan made with pupil, incident logged on SEEMiS or on an incident form if CT and passed to HT (Please refer to Attachment Three).
- Consequence carried out e.g. loss of leisure time – in discussion with HT.
- Parents contacted by phone or letter and invited in if deemed necessary due to seriousness of incident or repetitive pattern emerging. Outcomes logged on SEEMiS or on a parent contact form if CT and passed to HT. (Please refer to Attachment Four).
- Next steps agreed with parents, teacher and pupil.
- Further action to be determined by Fife Council Policy.

<u>The Role of Parents</u>
We believe that it is important that parents are involved in the reinforcement of positive behaviour. Parents will be made aware of any problem with behaviour as early as possible. The Headteacher will contact parents should a problem arise and will keep parents informed with regards to expectations within school to prevent problems arising where possible.

<u>Celebrating Positive Behaviour</u>
Pupils are rewarded for positive behaviour through our school reward systems and are given house points for their respective house. Each class may also run its own reward system at differing points in the year.
Assemblies are used to highlight achievements and in particular behaviours which demonstrate our school values around Caring, Respect, Teamwork and Responsibility .These will also be used to reinforce positive behaviour strategies, class Charters as well as special achievements and commendations. Good behaviour is recognised as the norm and will be reinforced whenever possible in the class, playground and corridors.

<u>Developing Self-regulation</u>
Self-regulation is the self-directed self-talk - 'the voice in our heads'. It is usually automatic and unconscious. It can become conscious when triggered by something that we know is going to be hard to do, stressful, scary, risky or a big deal.

Mark Ylvisaker described self-regulation as:

Self-regulation is being able to regulate our own behaviour, so that we can deliberately act in a way that is consistent with school (or society's) rules, the needs of others and is strategic in relation to learning.

We recognise at Kettle, that whilst rewards and consequences are important in establishing consistent boundaries for children, we also need to build their capacity as individuals to regulate their own behaviour. This is approach is underpinned by:

- Communication based interventions.
- Being embedded in everyday contexts and routines.
- Collaborative teaching - sharing strategic thinking and planning.
- Based on a process of coaching and feedback - using scripts to develop self-talk.

At times, plans will be created with individuals to help them plan ahead for situations they find difficult. These can be created with any member of staff within the school and shared with relevant adults throughout the school. Please refer to Attachment Four and Five for two planning formats which can be used (Think, Plan, Do and Review and Emotion Talks).

<u>Anti-bullying</u>
At Kettle Primary School we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying behaviour of any kind is unacceptable at our school. If bullying behaviour does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying behaviour is happening is expected to tell the staff.

Bullying behaviour is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying behaviour are addressed will pupils be able to fully benefit from the opportunities available at school.

What is bullying?
For the purposes of this policy we define bullying as behaviour, which may or may not be deliberate, by one person or a group, which upsets, hurts, harms or injures another, impacting directly on their quality of life. Bullying may take many forms, including verbal, physical and social behaviour, and increasingly it may involve the use of technology, such as mobile phones or computers. It is likely to be associated with a power difference between those who bully and those who are bullied, to lead to hurt, fear and anxiety, and is often the result of a difference, perceived or real.

Bullying can be:

Emotional	being unfriendly, excluding, tormenting (e.g. Hiding books etc) threatening gestures
Physical	pushing, kicking, hitting, punching or any use of violence
Racist	racial taunts, graffiti, gestures
Sexual	unwanted physical contact or sexually abusive comments
Verbal	name-calling, sarcasm, spreading rumours, teasing

| Cyber | All areas of internet, such as email & Internet chat room, Mobile threats by text messaging & calls |
| | Misuse of associated technology, i.e. camera & video facilities |

The Role of the School

It is the role of the school to ensure that awareness of bullying is raised through the curriculum. This will be addressed within our Health & Wellbeing programmes of work as well as during assemblies.

All pupils will be made aware of the support available to them if they are a victim of bullying.

When addressing instances of bullying staff should at all times take account of the child or young person's past experiences, additional support needs the child or young person may have and the behaviours exhibited by those experiencing bullying behaviour or those displaying bullying behaviour. Staff should ensure that the GIRFEC wellbeing indicators are considered when planning the support provided for children who experience instances of bullying or children who exhibit bullying behaviours.

The Role of Parents & Guardians

It is important that the school is made aware of any incident of bullying reported by a child to their parent or guardian. Prompt notification to the school will enable immediate action to be taken in order to prevent the situation escalating.

Identification of Incidents of Bullying

A child may indicate by signs or behaviour that he or she is being bullied. It is important to be aware of these possible signs and take investigative action if your child:

- is frightened of walking to or from school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated. Any concerns should be referred immediately to the school.

<u>Dealing with Referrals</u>
Upon referral, incidents of bullying may be dealt with on several levels depending on the nature of the incident in question.

- Speaking individually with the "victim" and discussing how he/she feels about what has been happening and discussing strategies to cope with the situation
- Speaking individually with the "aggressor" to resolve the problem. Often such a low-key approach is successful in resolving the problem
- Bringing both the "victim" & "aggressor" together to resolve the problem. Before doing so, it is important to decide if this is in the best interest of the "victim" and to discuss this with them

All referrals of bullying are logged on SEEMiS so that repetitive patterns, even if over an extended period of time, can be identified, tracked and tackled. Should a Class teacher deal with an incident, staff should complete an incident form and parent contact form if necessary (See Appendices Two and Three) and pass to HT so that it can then be logged on SEEMiS. If the problem continues all parents will be informed.

Kettle Primary School
Vision and Values

<u>Values</u>

Caring, Respect, Teamwork, Responsibility

<u>Vision</u>

INCIDENT REPORT

CLASS:_____

DATE:_____   **TIME:**_____

INCIDENT:

COMMENT:

ACTION TAKEN:

If second or more, incidence referred to:

Teacher/Member of Staff_____   Date_____

KETTLE PRIMARY SCHOOL

Parent/Child/Agency Contact

PUPIL'S NAME _____

DATE OF BIRTH_____   CLASS_____

CLASS TEACHER_____

DATE_____

PURPOSE OF MEETING:
OUTCOME:
FORM COMPLETED BY: **Name**………………………………………………………………… **Designation**………………………………………………….
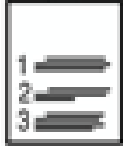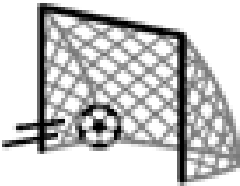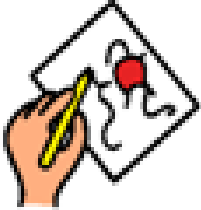
My Plan

set a goal	
predict 259 x917	
make a plan	
do the plan	
review	

what happened?	how it feels in my body	how strong?	emotion word / name	how to show it	how to feel better
cause / trigger	body sensations	emotion intensity		emotional behaviour	emotion regulation
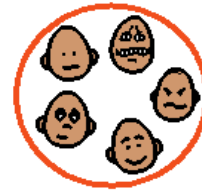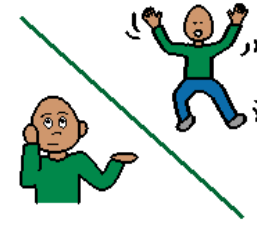
What do I think?

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