



## Behaviour and Relationships Policy

This presentation is designed to share our approach to supporting positive behaviour and relationships.

Our school uses Fife Policy and Fife guidance for helping staff and pupils to ensure we keep ourselves and others as safe as we can and individually supported.

"Effective learning and teaching depends on a foundation of positive behaviour and good working relationships between learners and staff, and between young people themselves. Positive behaviour is dependent on effective teaching and an appropriate curriculum".

## Introduction

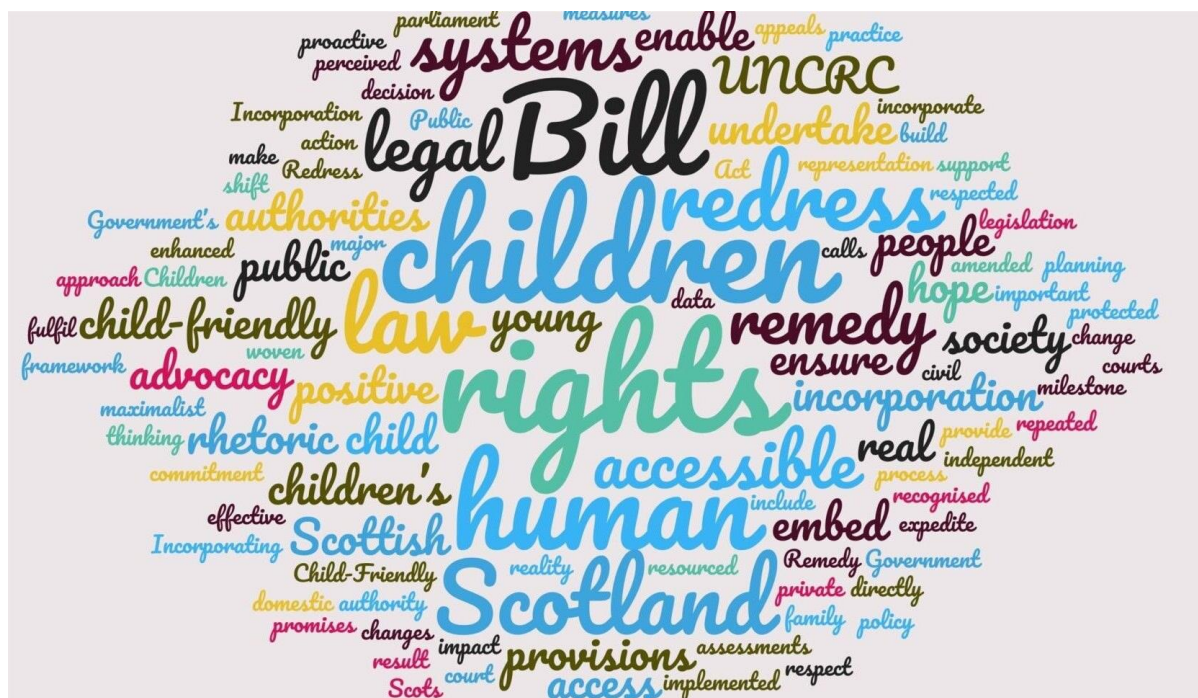


At Kilmaron, we are committed to fostering a positive and inclusive environment where every student feels valued, respected, and supported. Our Positive Relationships and Behaviour Policy outlines how we create positive relationships and understanding to support behaviour and sets forth the principles guiding our approach to maintaining a safe, supportive, and nurturing learning community.



*Our approach to supporting behaviour and relationships is enshrined in UNCRC and the Rights of the Child. We follow four Guiding Principles.*

## Guiding Principles



## 1. Respect

We expect all members of our school community to treat each other with kindness, empathy, and respect, recognising and valuing the unique qualities and contributions of every individual.

## 2. Communication

At Kilmaron we place communication at the heart of all our policies.

We recognise the varied ways our learners communicate and understand that often this is through behaviour. We seek to tune into a pupils' communication methods, value these and support communication through all areas of our curriculum and daily planning. Our staff strive to respond to communicative behaviours and use pupil voice to shape the curriculum around needs.

Open and transparent communication between pupils, staff, and families is essential for fostering positive relationships and resolving or supporting any issues effectively.

### 3. Responsibility

Pupils are supported to learn the skills in order to take responsibility where possible. We strive to help our learners move from co-regulation to self-regulation to help them take responsibility if appropriate. We recognise that some of our learners will always need support to make the right choices and to learn about responsibility.

#### 4. Support



We are committed to providing appropriate support and guidance to help pupils develop social-emotional skills, self-regulation strategies, and resilience, enabling them to navigate challenges effectively and succeed academically and socially. We provide a range of supports which are embedded into the curriculum and individual planning including emotional regulation, sensory programmes, social communication, and life skills. All staff are trained in de-escalation strategies and where required; pupils may have a behaviour support protocol outlining strategies to support. This will be co-constructed and shared with parents and detail all supports in a staged intervention and if required, any physical intervention which is always used as a last resort and adheres to Fife PI guidance<sup>1</sup>.

## Expectations

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*At Kilmaron it is expected that all staff, pupils, families, and visitors treat each other with kindness, courtesy and consideration. We value all learners and approach each challenge with empathy and unconditional positive regard for our pupils. We expect that those involved with our learners share those values. We expect positive communication which is respectful and takes cognisance of our learners developmental and communicative preferences.*

*As a staff team we expect open, honest communication which is free from bullying, harassment, or discrimination towards anyone.*

*Pupils are supported to be respectful of resources and property where possible and where required, we will work in conjunction with families to create a consistent approach to tackling any concerns.*

*Safety is paramount at Kilmaron, and we will work with families and young people to create an environment which promotes a feeling of security and allows for independence. Where required, we will use behaviour protocols to identify strategies which help promote regulation and have a staged intervention for de-escalation. These protocols will identify consistent approaches which support mutual/ co regulation, structures and routines and safety. Any use of physical intervention will be a last resort, agreed in conjunction with families and be in line with Fife physical intervention guidelines. We will also use risk assessments where required and follow all Fife policies and procedures around child protection.*

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<sup>1</sup><https://fifecloud.sharepoint.com/sites/SchoolsEd/Shared Documents/Forms/AllItems.aspx?id=%2Fsites%2FSchoolsEd%2FShared Documents%2FRelationships and behaviour%2FPhysical Intervention in Fife Schools Guidance.pdf&parent=%2Fsites%2FSchoolsEd%2FShared Documents%2FRelationships and behaviour>

All significant incidents will have a subsequent debrief with staff, families will be contacted, and measures discussed to prevent reoccurrence. Functional behaviour analysis and support from other professionals (such as Educational Psychology, CAMHS or allied health professionals) will be used to support professional dialogue and to identify further supports or strategies.

## Tuning in



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*The most important aspect around supporting behaviour is treating every person with unconditional positive regard and tuning in. We aim to build solid relationships that allow us to be responsive to our learners changing needs throughout the day. We can then adapt the environment, activities or responses to ensure our pupils are in the place to access learning at their level. We use the principles of Curriculum for Excellence to shape our learning around the pupil need by ensuring our learning considers:*

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challenge and enjoyment

relevance

personalisation and choice

## Partnership with Parents and Carers



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*We recognise the importance of collaboration between home and school in promoting positive behaviour and fostering a supportive learning environment. We encourage parents and carers to actively participate in their child's education, communicate any concerns or observations, and work together with us to support their child's social-emotional development. All families will contribute to targeted work through our Personal Learning Plans and throughout their education.*

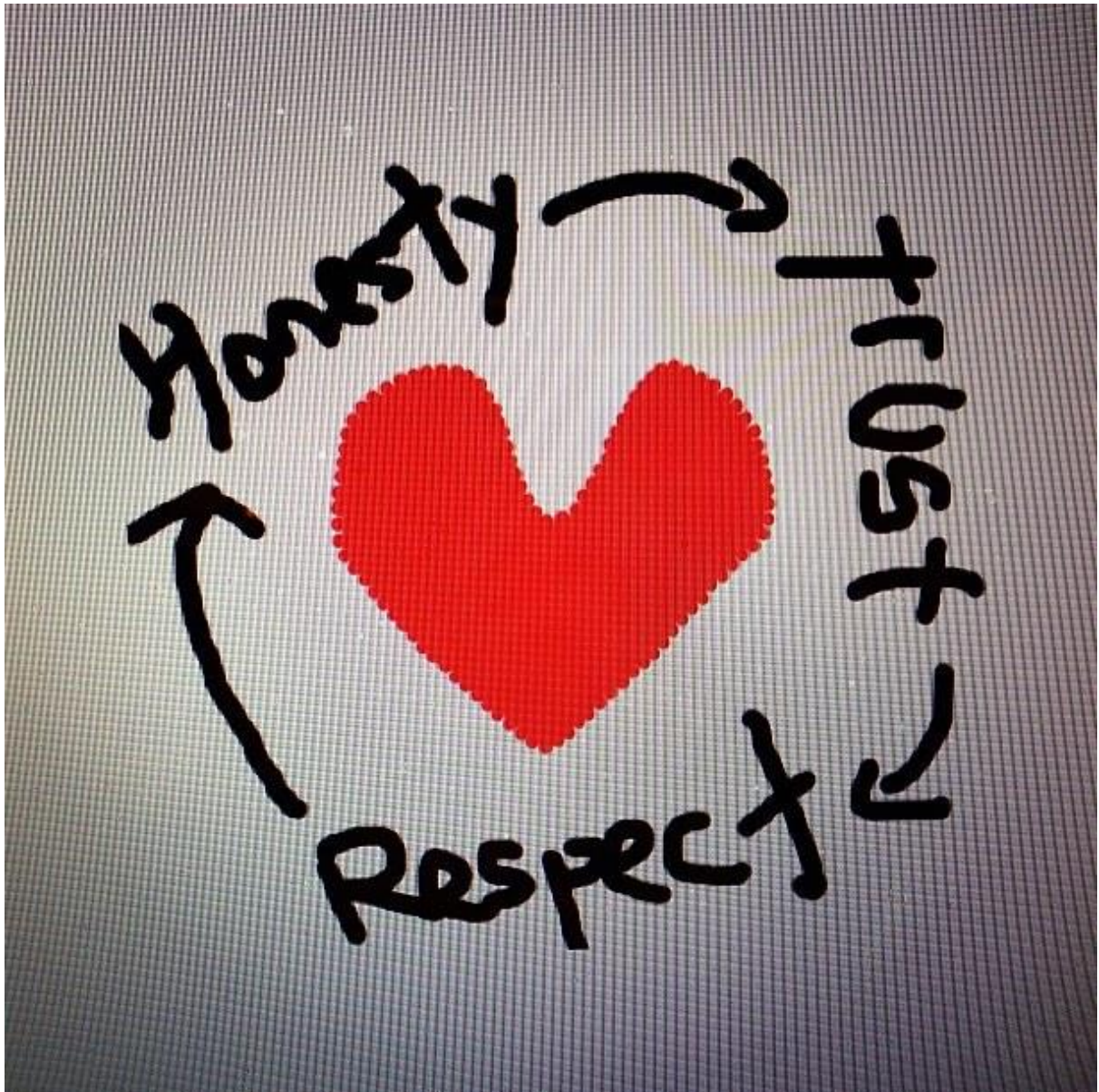
*Each child will have an annual review, two parent/ teacher sessions and additional meetings informally and formally as required for example, at times of transition or any issues.*

*We offer informal visits regularly and have a cuppy and blether sessions for parents to come together and be supported.*

*We also are establishing a parent council but endeavour to respond quickly to all concerns with a proactive, collaborative and supportive response.*

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Finally



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*By upholding the principles of respect, responsibility, communication, and support, we create a positive and inclusive school community where every student has the opportunity to thrive socially, and emotionally allowing them to access and engage in learning. Together, we strive to cultivate a culture of kindness, empathy, and mutual respect, laying the foundation for lifelong success.*

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