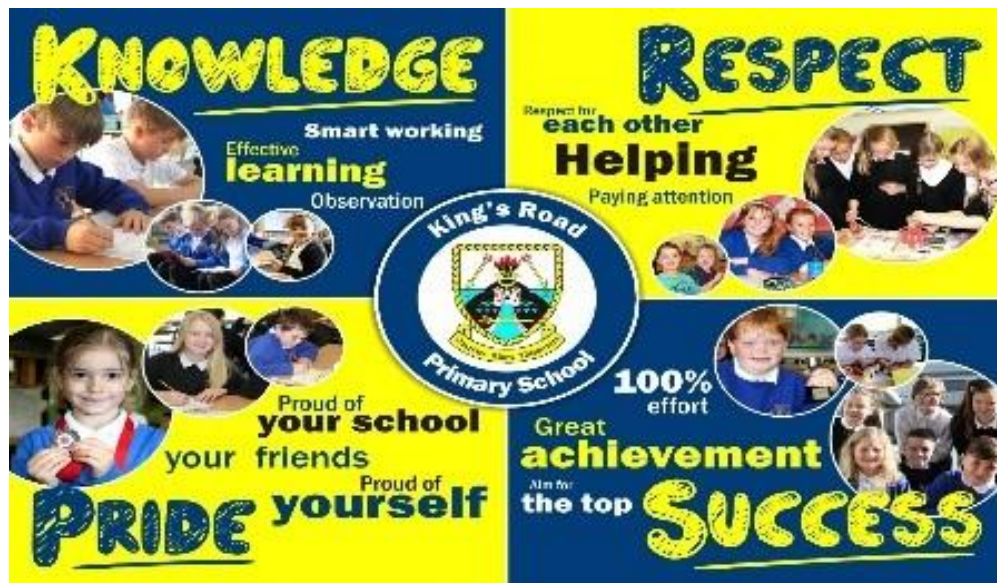


King's Road Primary School



Positive Relationships and Behaviour Policy



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Positive Relationships and Behaviour Policy

King's Road Primary School is fully committed to developing positive relationships within an ethos where pupil voice features highly. We recognise that positive relationships across the school, between staff and pupils, is fundamental to ensuring effective learning and teaching.

Our positive relationships and behaviour strategy is aimed at improving educational and social-emotional outcomes for all pupils by considering how we promote and support their wellbeing and engagement in learning.

Our shared values of KNOWLEDGE, RESPECT, PRIDE and SUCCESS are at the heart of all we strive to achieve in school. Through our curriculum, we aim to enable children to be successful learners, confident individuals, effective contributors and responsible citizens.

Over the past few sessions our improvement priorities have focused on developing a whole school nurturing approach to ensure relationships and readiness to learn are key to everything we do. Children work in a classroom where learning experiences are differentiated to ensure individual needs are met. Consideration is given to the emotional wellbeing of all our children through our engagement with Emotion Works and related activities which promote emotional literacy in our young people.

We recognise that every child is different, and the wellbeing of children is influenced by everything and everyone around them. At times in their lives, children may experience situations where there is a need to receive support to manage/develop their emotional wellbeing.

This support is most effective when provided in the context of positive relationships underpinned by the principles of nurture, resilience, self-regulation, de-escalation, and restorative approaches:

- **Nurture** is an approach to meeting the social, emotional and behavioural needs of all children through consistent and reliable responses from the adults around them. A nurturing environment facilitates the development of trusting relationships and ensures that children have a safe base from which to engage in learning. When nurturing approaches are taken as a whole-school responsibility, all children benefit from the experience of nurture in everyday relationships and interactions. In keeping with the staged-model of intervention, smaller groups of children can then be targeted for 'enhanced' nurture interventions.

The key principles of nurture are:

- o young people's learning is understood in the context of their emotional and social development
- o the learning environment offers a safe base from which young people are able to take risks with their learning
- o the importance of nurture for the development of self-regulation is understood by staff
- o the way adults use language – both verbal and non-verbal – is the key to communication
- o all behaviour is communication
- o the importance of transitions in young people's lives is understood

- **Resilience** where we need to use coping strategies to support our wellbeing. Through modelling good practice and teaching appropriate strategies, staff will ensure children have opportunities to:
 - take risks
 - have a growth mindset
 - learn from mistakes in order to improve
 - develop self-belief
 - persevere when things are tricky

- **Self- regulation** which equips learners with important life skills to develop strategies to improve their behaviour, attitude to learning and relationships e.g. through:
 - consistent and responsive interactions with each other
 - Staff modelling and teaching positive responses through attuned interactions and co-regulation
 - promoting reflection on actions and identifying what needs to change

- **De-escalation** where staff take time to get to know children and the strategies which best match their needs and support them to minimise and prevent challenging behaviour through:
 - identifying triggers
 - using early intervention strategies to minimise escalations
 - creating an individual plan to help pupils manage their responses and make good choices
 - reviewing situations that occur once the child is able to. Some children will require appropriate calming activities first, for others it may be the next day before a conversation can take place. This will be based on individual need

- **Restorative approaches** where staff support pupils to restore relationships through restorative conversations that allow:
 - individuals to take responsibility for their actions
 - the views and feelings of others to be respected
 - individuals to repair and move forward from situations

Central to the support we provide is the shared expectations we have to support each child to be the best that they can be. We do this by having their wellbeing at the forefront of all that we do. (Appendix 1)

Supporting Learners in the Playground

Pupil Support Assistants have an important role to play in encouraging a climate of mutual respect and co-operation within the playground. During break times, staff should interact with children, listen to them and respond to any concerns that they have.

In the event of challenging behaviour, staff should speak to the child, remind them of expected behaviours and encourage them to make good choices e.g. remove themselves from the situation.

If challenging behaviour continues, staff should record the incident on an orange slip stating what happened and actions taken by the PSA before passing the slip to the appropriate SLT. It is important that a member of the Senior Leadership Team is informed if a child has deliberately injured another child at any time. The member of staff witnessing this should complete an orange slip and pass on as much information to SLT as possible. If children are being dangerous outside and are not responding to Pupil Support Staff then a member of the Senior Leadership Team should be called for.

Promoting positive behaviours

As a school we discuss and agree on Class Charters that are displayed in each classroom at the start of each new session. These are created in consultation with the children to ensure that expected behaviours and actions are agreed from the outset. Within this, many classes discuss 'What makes a good teacher?' and 'What makes a good learner?'

We know that within a classroom the teacher's attitude to encouraging positive behaviour is critical. A calm, consistent and positive approach will provide an effective model for pupils and should reinforce good conduct and positive behaviours.

What do we do to promote positive behaviour?

Our aim is for children to want to do well in school and engage positively in their learning experiences and behaviour rather than be motivated by a 'reward'. For some children this is more difficult depending on a range of factors including additional support needs or social and emotional behaviours. It is recognised that each child is different and a 'one size fits all' approach does not always work for children. We work hard to know our children and what works best for them. Pupil's positive behaviour, attitude and work will be acknowledged and celebrated in a range of ways by staff across the school. This list is not exhaustive and are suggestions for staff to decide which strategies are best suited to their class

What do we do in our school to recognise and reward positive behaviour?	
Promoting and rewarding positive behaviour at assembly	Promoting and rewarding positive behaviour using token systems
<ul style="list-style-type: none"> House points linked to school values – Knowledge, Respect, Pride and Success Pupil of the Week celebrated (photo displayed) Achievement book shared (photo displayed) Green Reward slip – playground behaviour recognised 	<ul style="list-style-type: none"> Raffle/Lottery ticket for following instructions (more tickets = more chances) House point for meeting expectations Marbles – meet lining up – whole class prize Table points – winner gets one reward for whole week
Promoting and recognising positive behaviour using a range of rewards	Recognising and rewarding positive behaviour within the classroom
<ul style="list-style-type: none"> One to one time Super Hero – cushion/leadership choice/choice of seat Activity times Giving pupils extra responsibility/special job Occasional small amount of free choice P7 benches chart for assembly Use of laptops Stamps/stickers/postcards – class and in the playground Mystery reward for basic classroom routine Prize bag/Tubs of terrific treats for individuals 	<ul style="list-style-type: none"> Class Charter (Rights Respecting Schools) Respect pledge (Rights Respecting Schools) Recognition board in class e.g. Wonder Wall name on wall with reason Random acts of kindness Star Writer/Star Mathematician Recognising good behaviour/learning in others Sharing success with the class Praise pads/certificates home Use of positive language by adults Green slips for good behaviour in ICT/Music
Whole School Rewards	Recognising and rewarding positive behaviour in the playground
<ul style="list-style-type: none"> Class of the week receive VIP table at lunch based on behaviour in class, playground and assembly, ICT and Music House afternoons –rewards decided by the children Agreed rewards for children consistently demonstrating good behaviour and a positive attitude to learning e.g. skills groups, Hot Chocolate Friday, extra break 	<ul style="list-style-type: none"> House points for making good choices linked to school values – Knowledge, Respect, Pride and Success Verbal praise Green reward slip for behaviour that is over and above expected behaviour – recognised at assembly Football reward chart for those who play

Responding to behaviours that do not meet our expectations e.g. as shown in Appendix 5

Whilst we expect our positive ethos to motivate and engage learners, we recognise that our learners have a range of needs and at times may need additional support to maintain their emotional wellbeing, engagement with learning and positive behaviour. We understand that all behaviour is communication, and ongoing distressed behaviours may indicate that the child needs further support but is unable to recognise or share this.

Within the learning environment, staff have responsibility for ensuring good classroom management and should have strategies in place that are used consistently to address low-level indiscipline including:

- Planned ignoring
- Reminding children of expected behaviours 'We expect.....thank you.'
- Clear choice with consequence
- Positive questioning – 'How should we.....'
- Positive praise when someone is doing well who doesn't always
- Praising those modelling appropriate behaviours and meeting expectations
- Reminder of Class Charter
- Countdown to expected change of behaviour
- Distraction
- Class timers so children are aware the time they have for an activity
- Simple direct language used by calm adults who consider tone of voice and body language
- Reminder of consequences - ensure children are aware that incidents/consequences will be followed through
- Waiting for quiet and having high expectations of learners
- Having fair, firm boundaries and being consistent with these

Our school uses a range of initiatives/strategies which allow us to promote positive behaviour both at classroom and at whole school level.

If behaviours are not as we would expect, then these should be supported in the first instance by the adult working with the child in the class or playground. It is recognised that staff need to be fair but firm and consistent in their use of language and behaviour strategies.

1. Staff should consider which strategies suit the age and stage of the children they are working with. These may include:
 - Verbal caution
 - Children to finish work in own time with permission of SLT and class teacher
 - Nurture room if appropriate
 - Sending unfinished work home with letter to explain why it was not completed in class
 - Loss of activity time
 - Behaviour charts/target sheet if appropriate and agreed with parents
 - Agreed home/school communication (jotter or call home) if necessary
 - Observation to track possible triggers
 - Timers – used for individuals to structure engagement with learning
 - Now and next – sharing expectations and chunking learning
 - Engagement with cog discussions (Emotion Works)
 - Big deal/little deal discussions
 - Movement breaks

2. If several strategies have been tried by the adult working with the child and the behaviour continues, an orange slip should be issued by staff stating what happened and the action taken by staff members. SLT will record the incident from the orange slip (Appendix 4) on to the child's chronology which is held within a centrally secure shared file.

Children who receive an orange slip will miss their next break (break/lunch time) and complete a reflection activity based on Emotion Work Cogs and will be supervised by members of the Senior Leadership Team (Appendix 2). SLT will let teachers know who has to stay in and where they need to go. Following this, children will be supported in having a restorative conversation with the staff member involved to ensure that the reflection activity is discussed and relationships are rebuilt.

Depending on the severity of the incident, the Senior Leadership Team will decide on actions to be taken over lunch time if it is felt that this is appropriate.

3. If a child receives an orange slip, a letter will be sent home to parents (with return slip) explaining what happened to ensure that parents talk to their child about the incident (Appendix 3). If the return slip is not sent back to school, then a phone call home will take place to ensure that the letter has been received. A slip will be sent home with the child who required support/first aid as a result of a significant incident to ensure that parents are informed. (Appendix 4).

It is important to remember that from time to time small incidents may occur which are resolved by staff and do not require a slip home.

4. If 3 letters are sent home within a term, parents will be called by a member of the Senior Leadership Team and invited into school to discuss behaviours with SLT and class teacher, consider what need is being communicated by the behaviour and look at an agreed way forward e.g. this may include adaptation of school supports, home/school communication books, behaviour charts, proactive management planning, target sheets so that parents are made fully aware of both positive and negative behaviours over the course of each day. This will help school staff to be better informed of events happening at home that may have a negative impact on children's behaviours in school.

5. Exclusion normally occurs after a series of incidents of unacceptable behaviour or after one or more particularly serious unacceptable incidents. An exclusion allows school staff to liaise with outside agencies to ensure a plan to support positive behaviours on the child's return to school. It also provides an opportunity to put supports in place for the family where appropriate. There may be occasions where an internal exclusion is used to enable the child to be supervised and educated outwith their normal learning environment.

If an incident occurs where children are being unsafe staff can send for a member of the Senior Leadership Team using an orange card. Staff should follow this up by completing an orange slip and passing it to the appropriate DHT or HT on duty at that time.

For some children, a stepped approach is not always appropriate. In these instances, school and home will work closely together to identify the best way forward. This may involve working closely with partners to look at additional supports e.g. Social Work, Family Support Workers, advice from Pupil Support Services and it may be appropriate to hold a Wellbeing Meeting to identify who can best meet the needs of the child/their family.

The steps that are followed depend on the seriousness of the incident. If the incident is of a very serious nature, then a higher level is reached immediately, and parents will be notified. This is at the school's discretion.

Working together as a whole class – the aim is for children to:

- Listen to others without interrupting
- Follow directions and instructions when first given
- Respond appropriately to others
- Be seated when it is helpful to do so; move appropriately and for good reasons within the learning space
- Be aware of and respect other people's personal space
- Value other people's views and be aware of everyone's need for time to think
- Respect their learning environment
- Respect other people's belongings and work

Working together in groups - the aim is for children to:

- Recognise and value one another's strengths and opinions – even if they are different to their own
- Support and encourage one another
- Respect one another's views
- Be sensitive to one another's feelings and needs
- Concentrate and apply themselves to all tasks given
- Communicate quietly, clearly and effectively
- Allow everyone to contribute to the work of the group
- Try to sort out difficulties independently and seek support from an adult if needed
- Share and care for school equipment

Working alone - the aim is for children to:

- Concentrate on the task given and complete tasks as well as possible
- Work independently, without interrupting other people unnecessarily
- Accept responsibility for individual behaviour and work

Walking around the school – the aim is for children to:

- Keep their eyes forward to avoid accidents
- Keep their hands and bodies to themselves (we like our displays to stay in one piece)
- Carefully pass the door to the person behind you
- Walk quietly
- Stop at the doors/designated STOP points (staff to regularly stop children to ensure appropriate behaviour/noise level before moving on) – particularly when passing the office/foyer area
- Walk sensibly, staying to the left of the corridor

In the playground - the aim is for children to:

- Respect the boundaries by playing within the playground areas.
- If the grass is wet, play on the concrete area.
- Recognise the needs of different groups of children.
- Enjoy playing together, but not at the cost of someone else's enjoyment.
- Recognise that someone may want to be alone and respect that.
- Find ways of including other people who may feel lonely.
- Establish the rules of a game and ensure that everyone playing knows the rules,
- Care for people if they are hurt.
- Listen to adults who are supervising in the playground and be respectful to them, the Playground Leaders and the equipment that they are using. We understand that across the school and playground that respect should be mutual.
- End any game as soon as the bell goes, line up at the designated place, in a quiet orderly manner, ready to return to the classroom.

In the hall at lunch time - the aim is for children to:

- Walk into and leave the hall quietly
- Say 'please' and 'thank you' appropriately
- Sit properly when eating and talk quietly
- Use the crockery, cutlery and cups correctly and carefully and tidy away trays by putting food and plates/cutlery and waste in the proper places.
- Minimise food waste by eating as much of their lunch as they can

Reflection Activity

Name:

Date:



What could we do to put things right?	How can we do things differently in the future?

Appendix 3



Dear Parent/Carer

Today I had to speak to _____ as his/her behaviour did not meet our expectations in the classroom/playground. This meant that a member of staff completed an orange slip to say that an incident had occurred. Your child has been given several reminders of the expected behaviours today by adults and many opportunities to make positive choices but has chosen not to. It was reported by a member of staff that your child: (tick as appropriate)

Used inappropriate language.		Was involved in fighting.	
Was disrespectful to an adult.		Hurt someone intentionally (other child's parents have been informed).	
Was unkind to peers e.g. name calling.		Refused to follow simple instructions/directions from an adult.	
Damaged property on purpose.		Endangered self/others.	
Other:			

As a result of this we ask that you talk to your child about their behaviour. If your child has hurt someone else, then we have contacted their parents to let them know. It may be that we have had to leave a message to discuss this with them at a later time.

We really appreciate your support in ensuring your child meets the expectations that we have for behaviour in our school. Please discuss the issues raised with your child and return the slip to let us know that you have received this letter. If 3 letters are sent home within a term we will be in touch to arrange a meeting to look at the way forward. Depending on the severity of the incident, we may require you to meet with us sooner.

Should you wish to get in touch to discuss this further then please contact:

- Mrs MacRae Acting DHT/Mrs Curran DHT/Primary 1
- Mrs Donaldson Primary 2-4
- Mrs Mackie Primary 5-7
- Mrs Colagiacomo HT

Many thanks _____ (Staff member)

Child's Name

Class

Date

☐ I received the letter home and have discussed this with my child.

Signed _____ (Parent/carers)

Appendix 4

Dear Parent/Carer

Incident at school today

Your child _____ was involved in an incident at school today that required support from an adult. (All children involved were checked to make sure that they were okay). After the necessary support and repair work around the situation was completed the parents of the other child/ren were informed.

We would appreciate it if you could chat to your child about what happened today. We feel that the matter has now been resolved but should you wish to contact the school for further information, please do so.

The staff member who supported your child was _____

Your child was given First Aid – Yes/No

Thank you for your continued support.

Appendix 5 (Orange slip)

Record of Reported Incident			
Reported by:	Date:	Reported to:	
Reason (please tick below)			
Used inappropriate language.		Was involved in fighting.	
Was disrespectful to an adult.		Hurt someone intentionally (other child's parents have been informed).	
Was unkind to peers e.g. name calling.		Refused to follow simple instructions/directions from an adult.	
Damaged property on purpose.		Endangered self/others.	
Other:			
Actions taken by the member of staff prior to reporting to Senior Leadership Team.			

