



# Promoting Positive Relationships and Behaviour Policy

## Largoward Primary School



June 2023

*"The solid base of any school, classroom, home or community is the sure-footedness of the adults. Their certainty quells any anxiety from young people and creates a safe atmosphere where relationships and great learning thrive."* (Adapted from P. Dix, 2017)

### Core Values and Beliefs:

At Largoward Primary School we believe that every child should have the opportunity to thrive. The aim of this policy is to support a positive ethos across our school community so that effective learning, teaching and assessment can take place. We encourage all young people to make the right choices and to respect the right to learn of everyone in the school community.

At the heart of the positive behaviour at Largoward Primary are nurturing relationships across the school. To achieve this, we must ensure that there is a consistency of approach across the school from all members of staff. This will be approached in a positive, supportive manner and should be clearly linked to our agreed school values of:

- Safety
- Kindness
- Happiness
- Respect
- Learning

### Culture and Ethos:

*An authoritative school ethos and climate is correlated with positive relationships, high learner achievement and low levels of indiscipline. The definition of an authoritative ethos is that the school climate is made up of two dimensions - a strict but fair application of school rules, and the perception by learners that their teachers are understanding, respectful and willing to help them.*

(Gregory and Cornell, 2009; Gregory et al., 2010; Konold et al., 2014; Cornell and Huang, 2016)

At Largoward Primary School we will work with our school community to create a culture and ethos where learners feel valued within a nurturing yet structured environment - where high expectations help them to realise their potential.

### Aims:

- To highlight the importance of high-quality relationships to support learning.
- To ensure that all young people are able to learn in a safe and caring environment.
- To promote a positive attitude to learning across the school.
- To support young people when they make mistakes.
- To ensure all staff and pupils recognise that behaviour is a form of communication.
- To create clear guidelines for everyone in the Largoward community.
- To apply a consistent and calm approach at all times.
- To ensure that restorative approaches become embedded practice

### **Pupil Expectations:**

- Demonstrate our school values at all times
- Listen to adults, follow instructions
- Always try our best
- Learn from our mistakes
- Be honest

### **Responsibilities for all Staff:**

- Promote and model positive behaviour and build relationships
- Plan learning that engages, challenges and meet the needs of all learners
- Be calm and give 'take up time' when required.
- Prevent before sanctions.
- Praise the behavior you want to see
- Be consistent - follow up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are displaying unacceptable behaviour

All restorative discussions should follow restorative recommendations allowing the learner a chance to share their perceptions and views:

- What happened?
- What were you thinking?
- What were you feeling?
- Who else has been affected?
- What do you need help with or need to do?

(The timing and capability of the learner to engage in a restorative discussion should be considered)

### **School 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 behaviour 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 shout outs, house points and celebrating success systems
- Ensure staff training needs are identified and targeted
- Regularly share good practice
- Ensure all incidents are reported and recorded using agreed Fife Council systems
- 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.)

## The Role of Parents/Carers:

- Promote the school values
- Support open two-way communication with the school
- Attend scheduled meetings and school events
- Develop an understanding of neurodiversity and equity
- Celebrate your child's success and support your child to reflect on mistakes

## Steps to Managing Pupil Behaviour:

1. Redirection	Gentle, encouragement, a 'nudge' in the right direction, change of activity
2. Reminder	A reminder of the expectations – delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible.
3. Caution	A clear verbal caution delivered privately wherever possible, making the learners aware of their behaviour and clearly outlining the consequences if they continue.
4. Space and Time	Give the learner a chance to reflect or regulate away from others. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so.
5. Internal Support	At this point assistance should be requested from the SLT. All agreed plans (pro-active management plan, child's plan) should be followed.
6. Restoration	If appropriate, a restorative conversation should take place as soon as possible using the agreed questions.
7. Formal Meeting	If an individual continues to require support then a formal meeting will be held involving school, parents and outside agencies if appropriate.

## The staged intervention to support will be followed: (See Appendix 1)

**UNIVERSAL** – Classroom strategies

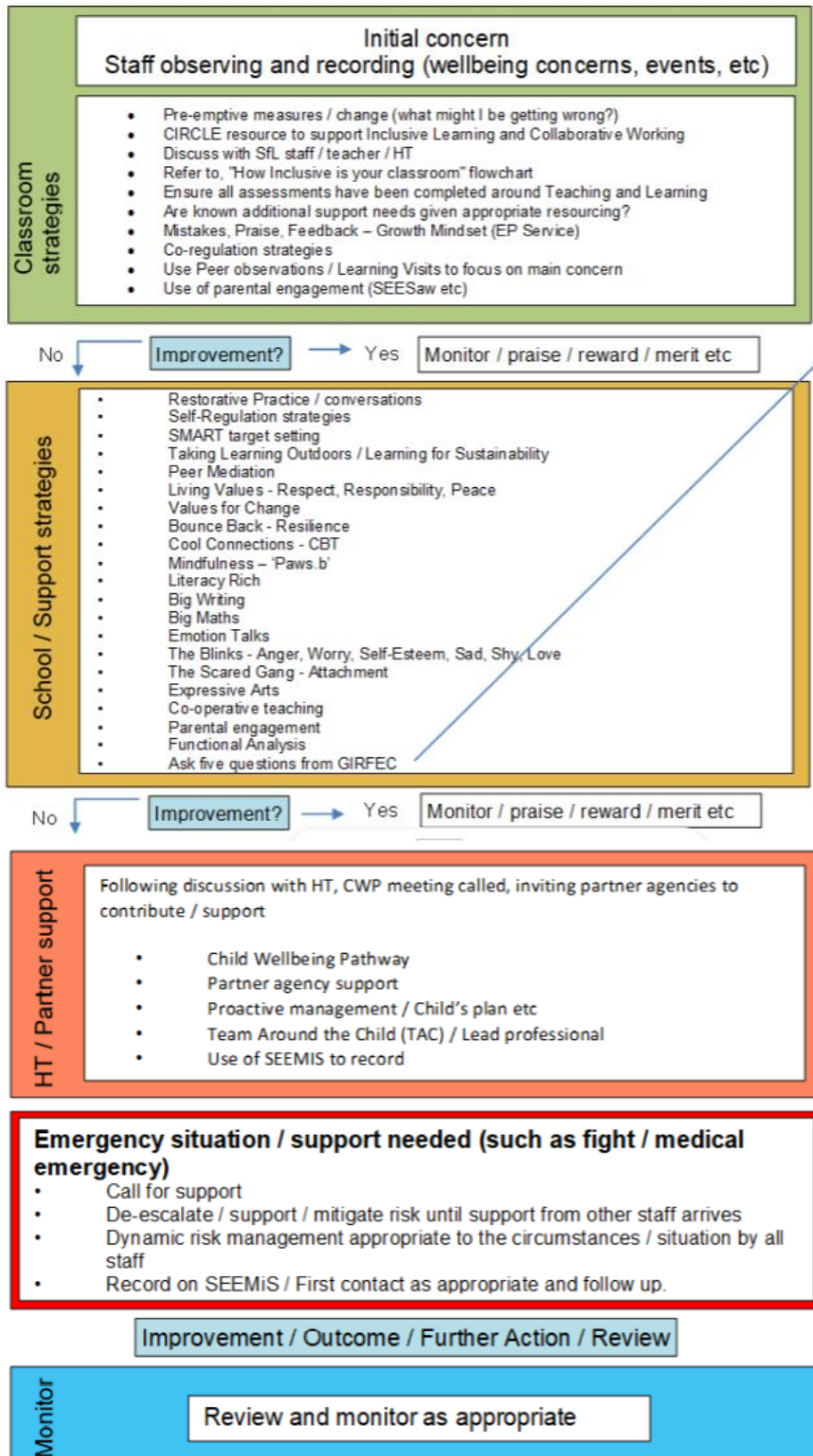
**ADDITIONAL** – School and Support strategies

**INTENSIVE** – Headteacher and Partner Support

## Related Policies and Guidance:

- Equalities and Diversity Policy (under development)
- Anti-Bullying Policy [Largoward Anti-Bullying Policy](#) (due to be updated – June 2023)
- How Good Is Our School 4 [HGIOS 4](#)

# Appendix I: Staged Intervention Approach To Support (Primary)



- What is getting in the way of this child's or young person's well-being?
- Do I have all the information I need to help this child or young person?
- What can I do now to help this child or young person?
- What can my agency do to help this child or young person?
- What additional help, if any, may be needed from others?



GIRFEC supplementary guidance and information:

The Framework should be read in conjunction with a range of other support material both single and multi-agency, for example the Child Wellbeing Pathway incorporating the Child's Plan will inform practice.

- Child Wellbeing Pathway
- Multi Agency Chronology Guidance

National GIRFEC site:  
[www.gov.scot/Topics/People/Young-People/gettingitright](http://www.gov.scot/Topics/People/Young-People/gettingitright)

Child Protection Guidance