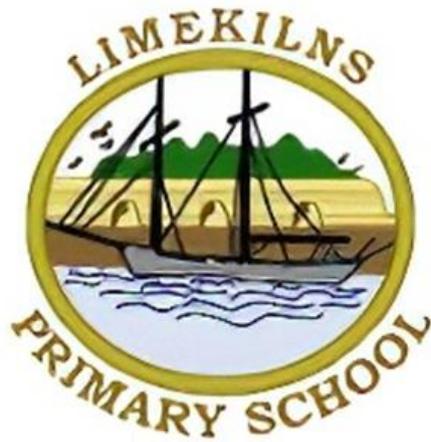


Limekilns Primary School



Positive Relationships and Behaviour Policy

Introduction

At Limekilns Primary School we strive to create an environment that all children feel **safe**, **secure** and **valued**; providing opportunities to ensure children become responsible citizens, successful learners, confident individuals and effective contributors to society. We recognise the importance of three key building blocks to help achieve this:

- High quality learning and teaching
- Positive relationships between pupils, parents, staff and partners
- Effective systems and strategies as part of a nurturing approach

Positive relationships are essential in all aspects of society. Effective learning and teaching depend on a foundation of positive relationships between children and staff and between children themselves. At Limekilns Primary School, we are committed to ensuring there is a strong focus on building a culture of respect and trust based on our aims of being ready, respectful and safe. Our shared values of being truthful, fair and kind are at the heart of our practice and positive relationships. Our school vision: *'We are a learning community with the future in our hands'* encapsulates the need for us all to work together for a common goal.

Children's wellbeing is at the forefront of everything we do. A child's wellbeing is influenced by everything and everyone around them, and the different experiences and needs they have at different times in their lives. It is our aim to support each child in their individual learning journey and to promote and encourage a growth mindset. Creating a culture of growth is important to us and we aim to work in partnership with our community to continually reflect and improve.

"An inclusive school is one that is on the move, rather than one that has reached a perfect state."

(Ainscow, Booth *et. al*, 2006: 25)

Aims of Policy



This document aims to share with our school community our approach to supporting all our children to be able to form positive relationships and behave in a way that is considerate towards others.

At Limekilns Primary School, we all have a responsibility to:

- recognise and understand that all behaviour is a form of communication.
- be responsive to the wellbeing of each individual.
- support children who have had experiences or circumstances which make self-regulation more challenging and make it difficult for them to establish relationships with peers and adults.
- support children who have been affected by the actions of others.
- support children to learn how to understand and help each other and to forgive when things go wrong.
- explicitly model and teach our values and expectations for all children.
- develop, maintain and model positive working relationships with parents and pupils.
- develop and maintain a safe, secure and caring learning environment.
- provide a challenging and interesting curriculum which engages learners and develops skills for learning, life and work.
- value diversity, promote equal opportunities and foster inclusion allowing all children to reach their full potential.
- celebrate the strengths and achievements of all children.

It is recognised that children's needs must be understood by staff alongside an awareness of family pressures, shifts in social attitudes, poverty and adversity.

At Limekilns Primary School, care is taken to separate the behaviour from the person. The unacceptable behaviour is identified, discussed and seen as an aspect of learning to be coached and supported. Our guiding principles support good school discipline and help to create a positive ethos in the school.



Building Relationships - Our Guiding Principles at Limekilns

Stay calm and bring calm - adult regulation facilitates pupil regulation (co-regulation)

Stay close - communicates acceptance and safety

Be curious without judgement – adults explore different situations without judgement in order to gain a different perspective and help look towards solutions

Be empathic - helps pupils to trust and communicate with adults

Repair relationships – supports pupils to manage conflict and put things right

Strengthen resilience – supports pupils to build a sense of identity, self-esteem and a growth mindset

“The most effective methods are preventive and proactive and employ whole school strategies and approaches.”

(De-escalation Pack, Fife Council, 2016: 5)

In our school, encouraging children to self-regulate and get on with others is a core part of what we do. Our Health and Wellbeing curriculum includes work on building friendships, managing emotions and building resilience to cope when things go wrong.

In addition, we are currently developing as a Rights Respecting School. Therefore, throughout the curriculum and the life of the school, we are developing children’s awareness of their rights and respect for the rights of others. An understanding of the responsibilities associated with membership of a social community contributes to development of positive and caring relationships and behaviour, and encourages the development of positive citizenship.

In line with both Education Scotland and Fife Council principles and policies, our approaches to managing incidents of unacceptable behaviour are both restorative and solution focused. Children are learning and make mistakes. They need to understand the impact of their behaviour and learn how to make amends and to put things right.

Positive relationships are supported by the principles of **self-regulation, de-escalation** and **restorative approaches**.

Self-regulation:

- to support children to regulate their emotions and respond positively when faced with any challenge.
- it is dependent on warm, consistent and responsive interactions.
- it can be modelled and taught.
- a coaching technique is used which promotes positive self-talk and reflection

Why use self-regulation?

Self-regulation equips children with essential life skills. It results in improvements in behaviour and attainment, relationships and confidence.

What does this look like?

Staff model and teach self-regulation and emotional literacy. Children who are experiencing stress or anxiety resulting in a lack of self-regulation will be supported to develop coping strategies.

De-Escalation:

- triggers are identified.
- early intervention strategies are used to support pupils and prevent or limit escalation.
- an action plan is created to support pupils in managing their responses.
- situations that occur are reviewed when the pupil is able to do so.

Why use de-escalation?

De-escalation can minimise and prevent challenging and distressed behaviour.

What does this look like?

Staff take time to get to know children and will try to defuse situations before they escalate, using strategies suitable for the child. All staff recognise verbal and non-verbal behavioural changes in children and provide co-regulation and containment. We ensure we do this when the child is ready and at their own pace. Children are supported to review situations that occur.

1. Helping the individual to name how they are feeling. We do this by using language such as “I wonder if you are feeling...”
2. Showing understanding and empathy. We do this by using language such as “I can see why you are feeling... and I can understand that you are feeling...”

3. Finding solutions. We do this by using language such as “I wonder what you need right now to help you feel a bit better/calmer/happier” etc.

Restorative:

- individuals taking responsibility for their actions.
- respecting other people’s views and feelings.
- empathising with others.
- being fair.
- repair and move forward from situations.

Why use restorative approaches?

Restorative approaches help ensure that all children, staff and parents are part of a fair process, while helping all involved to understand the impact of their behaviour on others.

What does this look like?

All staff use restorative language for example asking: Tell me what happened? Who has been affected? How can we put it right and move forward? Children are supported to restore good relationships and resolve difficulties through restorative conversations. These conversations ensure that all points of view are shared. From this, future actions are decided. These focus both on rebuilding relationships and keeping everyone safe.

Working with Families

At Limekilns Primary School we work hard to develop strong and supportive relationships with our children, their families and the community. Every adult in our community, regardless of role, is expected to consistently demonstrate respect and positive regard, have high expectations and clear boundaries and consequently model good behaviour.

It is also important that children know that all adults are working together. For all of us, seeing our children hurt is very upsetting and it is very difficult to not want to see a punishment for what has happened. If we can work together beyond these natural feelings and see that helping all our children learn to take responsibility for and manage their emotions and behaviour, as well as learning to forgive, is also a part of their learning journey. By doing so, we are demonstrating our ethos of nurture and community. When we contact parents because of an incident at school, it is not just to let you know, it is also so that we can work together to make things better.

The focus is on restoring the positive relationships not punishing the child.

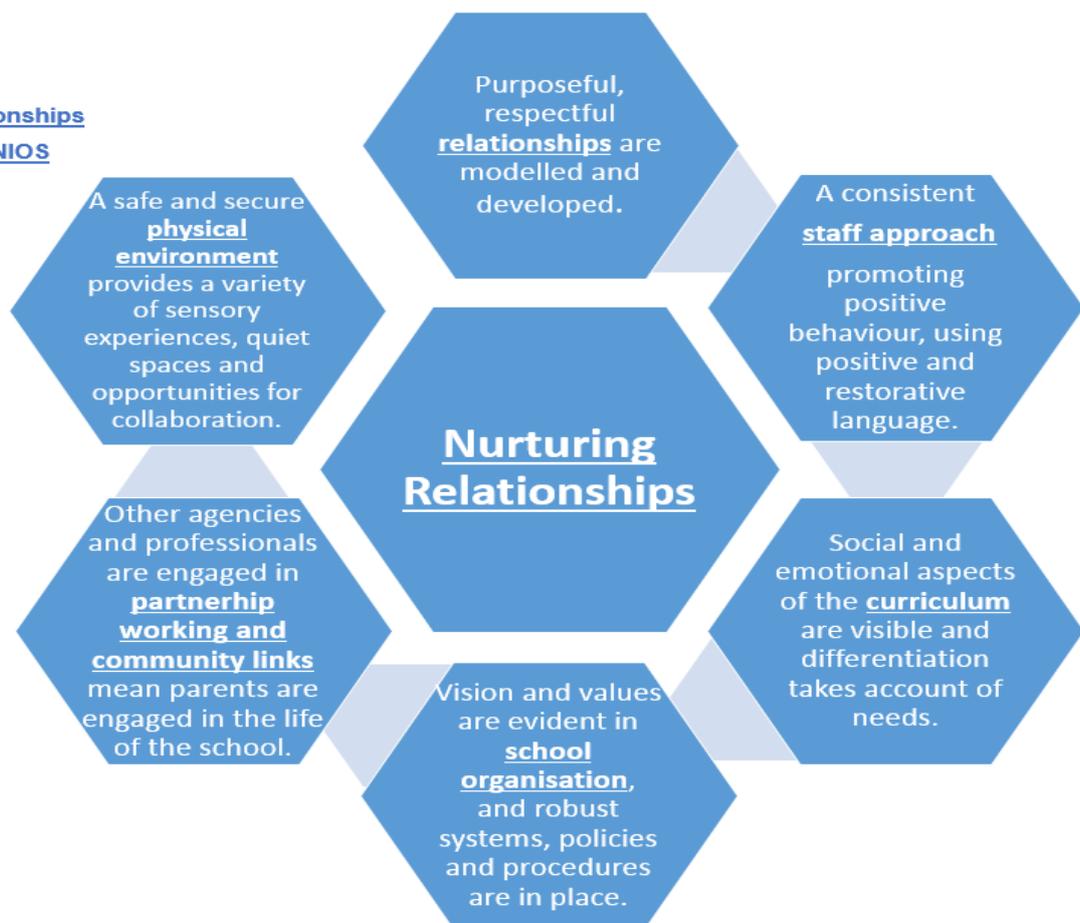
We use a nurturing approach to build healthy relationships, resilience and to protect emotional wellbeing. We pride ourselves on knowing our children and respecting their individual needs. Some of our children may have invisible disabilities or may have experienced adverse childhood events which can have a significant impact on their learning, relationships and behaviour.

Additional Intervention

The team around the child, including parents, contributes to wider planning, which may involve partner agencies. Specific support plans are co-created with the child. If necessary, risk assessment and risk management plans are used.

Supporting these needs can often be a team effort and we work alongside Paediatric Doctors, Educational Psychologist, Woman's Aid, Speech and Language Therapists, Occupational Therapists and Social Work. We also work with our families and pupils to plan for positive change:

Nurturing Relationships
Adapted from HNIOS



Recognition of Effort

Children are praised for effort, positive attitude, persistence, making improvements and using good strategies in all aspects of learning.

Class Teachers negotiate personal and class rewards, and we focus on noticing and recognising children's efforts and steps of success through:

- Weekly Excellent Effort certificates awarded at Together Time
- Book of Excellence
- Termly Positive Postcards

Class Charter

Each class decides on specific agreements based on being Ready, Respectful and Safe, which reinforces the school's vision, values and aims.

A contract is drawn up with the class that the children sign to show a shared agreement. These fully recognise children's rights.



Whole School Strategies and Approaches



Making Plans

All classes are familiar with a cycle of self-regulation: goal, plan, do, review. In our school, making 'plans' support a culture of self-regulation and self-talk.

We understand that plans always work, but sometimes what we write on plans need to change to make the plan stronger. All staff support this process and use consistent language.

Whole school and class plans may need to be made from time-to-time. Some children benefit from having an individual plan.

Kitbag

Children experience regular opportunities to discuss issues related to Health and Wellbeing, including Kitbag sessions, which support a culture of respect.

Some children may benefit from additional support through using kitbag individually or in a small group with an adult.



5	I don't want to talk about it
4	I would like to talk about something else
3	I am almost ready to talk about something else
2	I am enjoying hearing our story
1	I am happy and interested

5-Point Scale

The 5-Point Scale is used across the school to support children to understand social and emotional concepts. A scale encourages children to understand how an emotion can increase and decrease. It uses the language of numbers and supports children and adults to create plans as part of management of self-regulation.

Emotion Works

Emotion Works is an educational program focusing on the development of emotional language and understanding using visual supports (cogs) that show how emotion works.

Orange cog - emotion words

Red cog - body sensations

Yellow cog - triggers

Green cog - behaviours

Blue cog - strategies

When situations arise, children are encouraged to recognise what the triggers have been for an emotion, how the emotion made them feel and act and the strategies they can use in order to self-regulate.

Lego Therapy

Some children may benefit from participating in small Lego Therapy sessions. Using Lego kits in a structured way, where children have clear roles, can support social and communication skills.