



Lumphinnans Primary
School and Nursery

Behaviour and
Relationships Policy

March 2022



Introduction:

At Lumphinnans Primary School and Nursery we work hard to create an environment where our values of **honesty**, **effort** and **respect** shine through; providing opportunities to ensure learners become responsible citizens; successful learners, confident individuals and effective contributors to society, in line with the Curriculum for Excellence. We believe this will encourage children to:

- Treat others with respect, kindness, courtesy and compassion
- Be aware of the impact their actions may have on others
- Take responsibility for their own actions
- Recognise when they may need support and know who to go to for this
- Celebrate diversity
- Treat their environment with respect

We believe that children learn best when they are clear about what is expected from them and when they are continually and consistently supported to do this.

All stakeholders at Lumphinnans share a common understanding...

“The rules of a successful classroom or school are not just plastered on the walls but woven into behaviour interventions. They need to live every day in conversations between adults and learners.” (Dix, 2017).

They understand the importance of strong relationships with our learners and families, based upon trust...

*“Without trust a child cannot accept comfort, experience joy, or experience curiosity”
(Baylin & Hughes, 2017)*



Aims of this Policy:

- Promote consistency, confidence and clear procedures to help realise our vision and values
- Develop a whole school approach to positive behaviour management
- Involve and outline responsibilities of pupils, parents and staff in collaboratively implementing positive behaviour management strategies

To be effective, our school must depend on consistent proactive approaches to positive discipline, in line with the principles of Getting It Right For Every Child.

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

(De-escalation Pack, Fife Council, 2016, p5)

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

We believe that these aims are achieved when:

- Clear expectations are established, understood and accepted throughout the school by all members of the learning community.
- Encouragement, praise and rewards, both formal and informal, are key elements in promoting positive behaviour
- We have a school ethos which is calm, consistent and caring
- The choice to behave responsibly is placed on the child, and children are actively taught how to make positive behaviour choices
- Children are provided with good role models
- Children are provided with a curriculum which is varied and stimulating and where teachers know the children well, responding to their individual interests and skills
- Parents and school are working together in partnership to help children who need support to self-regulate and manage their own behaviour
- Consequences are directed at the action and not the child



Agreed expectations:

All Staff:



- To model our school values to pupils, families and each other
- To work together to create a positive working environment with high expectations for behaviour
- To provide a safe, secure and well-organised learning environment
- To actively develop secure relationships with children and families
- To be sensitive to any barriers to learning children may have and ensure that every child has tasks appropriate to their level of ability
- To understand the potential impact of Adverse Childhood Experiences and trauma
- To show awareness and understanding of how each child's needs may affect their emotions and behaviour and to be non-judgemental
- To aim to be proactive rather than reactive when dealing with challenging behaviour, using regularly reviewed Pro-active Management Plans where appropriate
- To use restorative approaches when conflicts arise
- To use de-escalation strategies in challenging situations
- To show respect for all children and expect to be respected in return
- To actively teach positive behaviours, not just expect them
- To follow school systems and policies consistently
- Teach the children to develop a positive attitude to one another, regardless of gender, race, culture, belief, values, age and need
- To work in partnership with parents in dealing with any concerns
- To work in partnership with appropriate outside agencies, implementing advice and strategies recommended to support any behaviour concerns

Leadership Team:



- To develop a safe, secure environment for all to work in, where all staff feel valued and supported
- To support all staff to develop positive behaviour strategies for all and for individuals
- To ensure that procedures and initiatives are in place so that the school environment manages behaviour effectively and positively
- To facilitate appropriate training in behaviour management for all staff
- To contact and work with families where appropriate
- To contact and work with school partner agencies where appropriate
- To facilitate the opportunity to debrief and review planning following any incidences of challenging behaviour



Pupils:



- To demonstrate our school values at all times
- To contribute to the development of and follow our class, dinner hall and playground charters
- To work together with staff to fix relationships/situations when things go wrong
- To make the right choices when things get difficult
- To use our pupil voice to make decisions about our nursery, class and school
- Use learned strategies to help them self-regulate their own behaviours
- To keep everyone around them safe

Families:



- Model and encourage our school values of Honesty, Effort and Respect
- Ensure children attend school and arrive punctually in order to develop routine and consistency
- Support the school's policy and systems to promote high standards of behaviour
- Inform the leadership team of any concerns that you or your child may have in order that they can be investigated and supported timeously



Rewards:

We understand that it is important to focus on positive rather than negative behaviours.

We know that most children are motivated by positive comments and rewards and we do this through –

- Shining Stars weekly at Together Time which are publicly celebrated
- Class based reward systems such as.....
- Individual reward charts where appropriate eg 'Fill your bucket'
- Positive Postcards home
- House Points
- Visits to a member of the Senior Leadership Team for praise
- Hot Chocolate Friday

Consequences:

When children do not follow our school values all staff are expected to deal with this in a calm and consistent manner and follow the agreed procedures:

1. Initial discussion with the child explaining why the behaviour is inappropriate
2. Thinking time/removal from the situation to enable them to restore what has gone wrong
3. Discussion between the pupil and a member of the Senior Leadership Team
4. Loss of privileges and/or playtime/part of lunchtime (if this is related to outdoor play)
5. Parents/carers contacted by teacher or member of Senior Leadership Team if consequences are not successful or there is an incident of a more serious nature (eg. Injury to another child/sustained disruption to learning)

Reasonable Adjustments:

As an inclusive school we have many pupils with Additional Support Needs. We recognise our legal duty under the Equality Act 2010 to prevent pupils ASN from being a disadvantage. Consequently, we may use differentiated behaviour strategies to cater for the needs of a pupil.

In such cases we will work closely with parents and partner agencies to plan accordingly. Our primary focus will be on the safety and wellbeing of all.



Statement on Anti-Bullying:

Bullying of any kind is unacceptable and will not be tolerated at Lumphinnans Primary School & Nursery. Every child has the right to feel safe and happy. We believe that our culture and ethos will make it more difficult for bullying behaviour to flourish and be tolerated. However, children should be able to tell and know that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to tell a member of staff.

For the purposes of this policy we have adopted Fife Council's definition of bullying:

'Bullying is defined 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 or 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.'

We will develop the capacity to respond to any form of prejudice based bullying, recognising the importance of the protected characteristics identified in the Equality Act 2020:

Age, Gender reassignment, Pregnancy and maternity, Religion or belief, Sexual orientation, Traveller, Young Carer responsibilities, Imprisonment of parents, siblings or other family members, Disability, Marriage and Civil Partnership, Race, Sex, Assylum seeker or refugee status, Looked after status, Social or Economic status.

Prevention of Bullying:

Staff ensure that anti-bullying education underpins all classroom practice. The approach taken is one of prevention and disclosure. We encourage children to talk and share concerns relevant to bullying behaviour and adults closely monitor our playground areas. Role-playing in drama, circle time, Health and Wellbeing learning will focus on bullying behaviours throughout the year.

What should pupils do?

- Try not to respond physically
- Don't deal with the situation alone
- Tell an adult that they trust, either at home or in school as soon as possible



What should staff do?

- Listen. If this isn't possible at the time, go back to investigate
- Give support to the victim
- Treat all incidents seriously and investigate them
- Gather evidence from other people if possible
- Report any concern to the Senior Management Team
- Give support to the alleged bully, who may be unaware of how their actions are affecting others
- Use Emotion Works to unpack situations
- Adopt a restorative approach
- Keep a note of incidents so that patterns or repeated behaviours can be recognised quickly

What should families do?

- Look for unusual behaviours in your child
- Contact a member of the Senior Leadership team immediately
- Discuss any worries with your child
- Avoid advising your child to 'hit back'. This can confuse the child and often make the situation worse
- Try to be patient while we work together to resolve the problem. This sometimes takes time to ensure that relationships are restored, trust rebuilt, and that incidents do not reoccur
- Understand that we may not be able to share information about another child with you
- Try to work closely with us to respond to the problem
- Try to focus on the positive aspects of your child's day
- Protect your child online. Guidance is available at www.ceop.police.uk



Praise

All staff recognise the importance of encouragement of positive feedback throughout their learning experience. Learners are praised for effort, positive attitude and resilience.

Circle Time/Discussion

Learners experience regular opportunities to discuss issues related to Health and Wellbeing, including Kitbag sessions, Circle Time and throughout other aspects of learning.

Care and Welfare

The needs of the whole child are effectively supported so all learners feel safe, healthy, achieving, nurtured, active, respected, responsible and included. All staff have responsibility to ensure incidents are recorded, monitored and actioned in accordance with Fife Council Guidelines.

Pupil Voice

All staff encourage the use of pupil voice and use this to enhance our wellbeing and learning.

Regulation of behaviour

“Containment is where a person receives and understands the emotional communication of another without being overwhelmed by it and communicate this back to the other person.”

All children are being actively taught the skills of self-regulation. All staff support this process and use consistent language. Class or individual plans may need to be made from time-to-time. Individual plans may be developed through consultation with parents.

School Values

All children are familiar with values of Honesty, Effort and Respect and can explain what these words mean. Staff and children refer to these terms and work together to make sure this is reflected throughout the school and playground.

Targeted Intervention

The team around the child, including parents, will contribute to wider planning, which may involve partner agencies. Specific support plans will be co-created with the child. If necessary Pro-active management plans will be used.

Whole School Strategies and Approaches



Restorative Practices

All staff adopt a restorative approach to resolving conflict in class and the playground. Key questions used throughout nursery and school are:

1. What has happened?
2. How are you feeling?
3. Who was affected?
4. How can we put this right?

De-Escalation

All staff will try to recognise verbal and non-verbal behavioural changes in children and use pro-active de-escalation strategies to support this. We ensure we do this when the child is ready and at their own pace. We use Emotion Works cogs to support us to ask the following questions:

What happened?
What was the trigger?
How were you feeling?
Who was affected/hurt?
How were they feeling?
How can we put this right?
How do we all feel now?

