



Lumphinnans Primary School and Nursery

Behaviour and Relationships Policy

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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 in all areas of the school community
- Be aware of the impact their actions may have on others
- Recognise how different emotions make them feel and be able to talk about these
- 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)

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 as soon as possible.



For the purposes of this policy we have adopted Fife Council's definition of bullying (which is taken from Respect Me, Scotland's Anti-bullying Service):

Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online. (respectme, 2015)

We will 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, Kitbag sessions and Health and Wellbeing lessons will focus on bullying behaviours throughout the year.

Reasonable Adjustments:

As an inclusive school we have many pupils with Additional Support Needs (ASN). We recognise our legal duty under the Equality Act 2010 to prevent pupils with ASN from being at 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/carers and partner agencies to plan accordingly. Our primary focus will be on the safety and wellbeing of all.

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.



“Staff who can provide learners with a consistent and reliable response to their needs will help them to develop and maintain trusting relationships. In turn, the child or learner is more likely to develop confidence and a sense of security and independence.”

(Fife Council's De-escalation Professional Development Pack Sept 22)

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
- Children can identify their own emotions and those of others and communicate their needs
- 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 self-regulate and manage their own behaviours and recognise the behaviours of others
- Restorative conversations focus on the choices the child has made rather than 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 through actively listening and providing reassurance
- 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 recognise that each child is an individual and may react differently to their emotions in different situations and provide the appropriate support
- Build a toolkit of strategies to support the varying needs of the child
- To aim to be proactive rather than reactive when dealing with challenging behaviour, using regularly reviewed Pro-active Management Protocols where appropriate
- To use restorative approaches when conflicts arise while remaining calm
- To consistently 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 respectful 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 and treat all incidents as serious
- To work in partnership with appropriate outside agencies, implementing advice and strategies recommended to support any behaviour concerns
- Know when and not to be afraid to seek support from colleagues
- Report any concerns to the Senior Leadership Team and record incidents to track any patterns.

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 and are consistently used so that the school environment manages behaviour effectively and positively
- To facilitate appropriate training in behaviour management for all staff
- To provide the opportunity for staff to engage in restorative conversations with the child where appropriate
- To contact and work with families where appropriate
- To contact and work with school partner agencies where appropriate
- To facilitate reviews of planning especially after any incidences of challenging behaviour

Pupils:



- To demonstrate the school values at all times
- To contribute to the development of and follow the class, dinner hall and playground charters
- To work together with staff to fix relationships/situations when things go wrong



- To use their pupil voice to make decisions about the nursery, class and school
- Be confident to use learned regulation strategies to help them self-regulate their own behaviours
- To keep everyone around them safe by making positive choices and not responding physically
- Walk away from situations that make them feel unsafe/uncomfortable
- Try to recognise and understand that all children are individuals and will react to situations in different ways.
- Don't deal with the situation alone, tell a trusted adult as soon as possible

Families:



- Highlight the differences between conflict and bullying to your child as described in the Fife Council Anti-bullying Policy:

We believe that it is important to make a distinction between conflict and bullying, as describing all relationship difficulties as bullying is likely to devalue the term and obscure the genuine risks associated with children and young people being bullied.

- Be aware of and encourage our school values of honesty, effort and respect
- Ensure children attend school and arrive by 9am in order to develop routine and consistency
- Support the school's policy and systems to promote high standards of behaviour
- Look for a change in behaviour in your child and discuss any worries your child may have
- Inform the leadership team of any concerns that you or your child may have in order that they can be investigated and supported timeously. Please be patient while we work together to resolve the problem.
- Avoid advising your child to 'hit back'. This can confuse the child and often make the situation worse
- Be assured that each case will be dealt with in a manner suited to the individuals' needs.
- Understand that we may not be able to share information about another child with you
- Seek support from school for strategies that could be used for behaviour management at home where required
- 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



Positive recognition:

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 –

- Weekly certificates shared at Together Time which are publicly celebrated on social media platforms
- Appropriate class-based reward systems
- Individual reward charts where appropriate
- Positive Playground Postcard
- House Points with termly rewards for the winning house
- Visits to a member of the Senior Leadership Team to celebrate success
- Positive work shared between classes
- Hot Chocolate Friday
- Seesaw home links to share positive learning experiences.
- Celebrate wider achievements on social media

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 engagement with the child explaining why the behaviour is inappropriate keeping the language short and simple (see scripting sheet)
2. Thinking time/removal from the situation to enable them to reflect on what has gone wrong
3. Staff to recognise when to swap out and let another member of staff or Senior Leadership Team de-escalate the situation
4. Restorative discussion between the pupil and the member of staff who witnessed the initial behaviour
5. Loss of privileges
6. Alternative space for playtime/part of lunchtime as appropriate
7. Parents/carers contacted on the day by agreed member of staff if consequences are not successful or there is an incident of a more serious nature (eg. Injury to another child/sustained disruption to learning)



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

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 the values of Honesty, Effort and Respect and can explain what these words mean. Each class develops a class charter which all children take ownership of. Staff and children refer to the values and class charter and work together to make sure these are 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 protocols will be used.

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?

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?

