Tayport Primary School and Ferryport Nursery

Positive Relationships and Behaviour Policy (February 2022)

Aim: Our aim at Tayport Primary and Ferryport Nursery is to promote positive relationships and behaviour. The policy aims to:

• explain the Reflective and Restorative approaches used within school/nursery.

• outline responsibilities of staff within the school/nursery.

• identify the role of parents and pupils

Background:

School/nursery ethos is fundamental in determining positive behaviour in school/nursery with all members of staff playing a very important role in promoting a positive ethos in all aspects of school/nursery life.

A high level of consistency must be displayed throughout the school/nursery to promote positive relationships and patterns of behaviour. Pupil behaviour should be managed effectively in a caring, nurturing and welcoming environment.

A positive home and school/nursery partnership is vital for maintaining this positive ethos and to deal with any issues jointly if they occur.

This policy is being developed in February 2022 for the following reasons:

- Changes to the staff team have led to the need to ensure consistency of approach. - We recognise the need to develop strong relationships and good behaviour in the context of Covid Recovery.

- A few parents have voiced questions about our policy and practice in managing behaviour.

- We are increasing our engagement with the United Nations Convention on the Rights of the child (UNCRC) and seek to place these articles at the heart of our relationships and behaviour policy.

- Pupil Voice in October 2021, we carried out a Wellbeing survey. It was completed by almost all P2-7s. Children were asked to give each statement a score out of ten (ten being really true and one being not at all true). The results are collated in Appendix 1. Overall, the results give a picture of a school in which pupils feel safe and included and that they feel looked after by the adults in school. Collectively there are some areas which indicate room for improvement and these have been considered in the review of this policy as well as in our wider school improvement work.

- When refreshing our school vision and values it became clear that pupils needed to focus on building skills in working together and being kind.

- Parent Voice – Following our successful whole school anti-bullying fortnight parents were invited to review both this policy and our updated anti-bullying policy. Feedback was sought on the clarity and usefulness of these policies.

Promoting Positive Relationships and Behaviour:

At Tayport Primary and Ferryport Nursery learners are supported in building positive relationships by:

Learners are supported by...

1. Emotional health & wellbeing learning being prioritised.

2. Everyone promoting our school values.

3. Verbal prompts to make the right choice.

4. Being given time and space to reflect.

5. Participating in restorative conversations.

In establishing an ethos of promoting positive relationships and behaviour from all adults and children, it is important to highlight several points:

• The building of a child's self-esteem is considered to be the utmost importance. We as a staff must take every opportunity to do this in the course of our daily work in school/nursery. This is also achieved through curricular work and the life and ethos of the school/nursery and is articulated in our vision, values and aims statement: On TRACK to a bright future.

• Fife's "Our Minds Matter" ethos and approach is embedded into, not only, our school/nursery values but also, our taught social, emotional and mental health and wellbeing curriculum. We recognise the importance of taking notice, connecting, being active, giving and learning.

• We favour a restorative approach over a punitive approach and recognise that our pupils respond best to understanding why certain behaviours are expected. We prefer to draw attention to positives rather than a critical approach or drawing attention to negatives.

• Positive behaviour in school/nursery is the result of a good, strong school/nursery ethos which is built on mutual trust and respect amongst all those that populate the building. P1-P7 classes have a weekly focus on our school values of – Thinking, Responsibility, Achieving, Connecting and Kindness – and children who particularly display this value are recognised at Friday's "Learn to Learn" assembly.

• We set high expectations and recognise that firm but fair boundaries within a nurturing ethos give children a sense of security. It is important to acknowledge that behaviour support may look different depending on an individual child's support needs, and as a school/nursery we are focused on getting it right for every child.

• Room 7, otherwise known as "The View" is under development this year with a purpose on supporting and teaching social skills in a small group setting through games, cooking, and other similar activities. Our HWB results in appendix 1 highlighted that working with others was

an area of improvement across our school. In other Scottish schools/nurseries there is a similar picture and this could be linked to periods of lockdown.

Restorative Approaches:

The term Restorative Approaches is used to mean restoring good relationships when there has been conflict; and developing school/nursery ethos, policies and procedures that reduce the possibilities of such conflict or harm. As a whole staff we engage in the work and practice of Paul Dix. The following clip explains why the restorative approach is used in our school: https://www.youtube.com/watch?v=gJJxbn1VjYo&t=106s . The diagram below attempts to explain how to move from a punitive model to a restorative approach in school:

Punitive Discipline	Restorative Discipline
Fear Teachers command respect through warnings and threats.	**Respect** Teachers gain respect by modeling it for their students.
Rules Teachers enforce rules to keep students quiet and working.	**Engagement** Classes are engaging so students **want** to work. Conversations is allowed.
Control Teachers tell students when they're doing something wrong.	**Support** Students reflect on their behavior and consider changes they can make.
Public Teachers use loud, strict voices to call out students who are misbehaving.	**Private** Teachers speak privately to students who need reminders in order to behave.
Anger Teachers seem angry and blame students when they misbehave.	**Understanding** Teachers use a gentle tone and show understanding when students misbehave.
Punishment Good behavior is based on fear of punishment.	**Reflection** Good behavior is based on an internal desire to do well.

Source: https://thecontentedchild.co.uk/

Restorative Approaches involve a set of principles, strategies and skills such as:

• Respect for other people, their views and feelings.

• Responsibility for one's own actions and their impact on others.

• Empathising with the feelings of others.

• Using fair processes that allow everyone to learn from any harm that may have been done.

• Responding to difficult behaviour which has positive outcomes for everyone.

• When dealing with incidents it is important to listen with empathy and without judgement.

• Deal with each situation, one to one

• Mediation

• Facilitate restorative conversations and problem-solving discussions which ensures that people can discuss their views and feelings, treat everyone with dignity and respect, develop their understanding of others and reflect on themselves and are involved in solving problems.

At Tayport Primary and Ferryport Nursery we use a "script" with children to support the restorative conversation (appendix 2 shows two possible examples). With younger children a "Fix it Folder" which has visuals are used to support this conversation.

Responsibilities:

It is vital that adults model calm and consistent behaviour to children. Therefore, at Tayport Primary and Ferryport Nursery we have set standards in expected adult behaviour:

> **5 consistent adult behaviours…**
>
> 1. Model emotional control.
>
> 2. Be consistently calm and fair.
>
> 3. Be warm and approachable using positive language.
>
> 4. Listen to children and support when they ask for help.
>
> 5. Personally, follow-up issues and explain decisions.

We have a collective responsibility to ensure positive behaviour and relationships and, as a staff, we support each other to achieve this. The EYO team have overall responsibility for Nursery children and the teacher timetabled to be with the class has overall responsibility for primary children. The PSA team have overall responsibility for primary pupils at playtime.

In the first instance, all school staff are asked to communicate concerns to the class teacher, in a timely manner, and record the concern in the class incident folder. If speaking to the class teacher is not possible then staff should report the concern to a member of the leadership team. In nursery, staff should report to the child's key worker and the senior early years officer.

The class incident folder is regularly reviewed by the class teacher and senior leadership team to monitor any peer relationship concerns. If a pattern of behaviour is identified the class teacher or SLT will meet with the child and have a wellbeing conversation with them. Below is a sample pupil wellbeing web tool. Following a wellbeing discussion parents/carers may be contacted to share any issues and/or signpost to any additional supports.
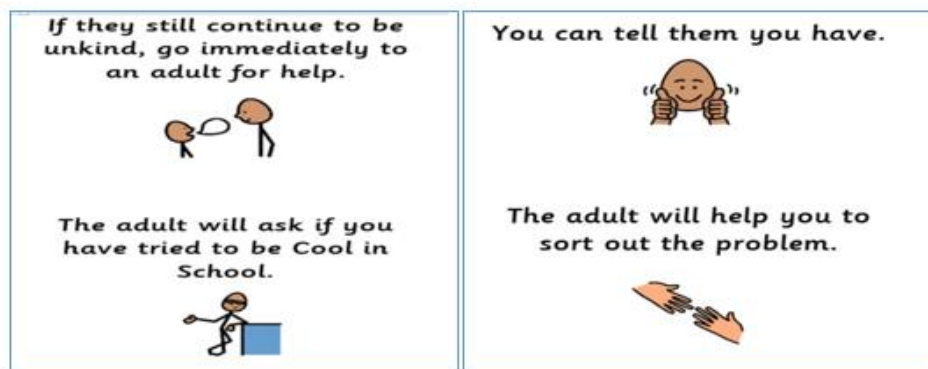
The wellbeing web
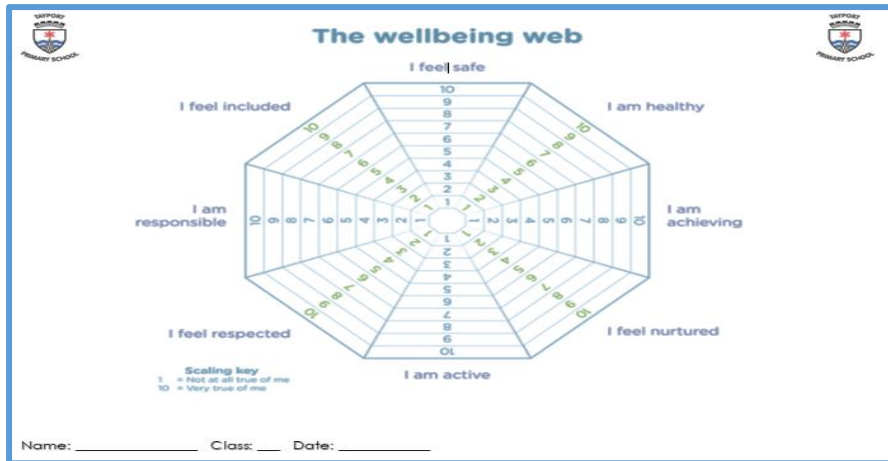
All adults are encouraged to use simple scripts to divert, diffuse and distract undesirable behaviour:

3 scripts to divert, diffuse, distract…

1. I've noticed that…. Why don't we try/ move/ ask…
2. I can see this isn't working, let's try…
3. Let's have a chat about how to make this better.

We want all our children to be confident in managing relationships with their peers and so have developed with them a "Being Cool at Tayport School" script which supports pupil led behaviour management with peers. Children know that they can always ask an adult for help. This script is practised regularly to empower children:

We work and play with lots of people in school.

Mostly we have fun together.

Sometimes things can get tricky when someone says or does something we do not like.

This happens to most people at times.

Here are the steps to follow to stay Cool in School when someone is unkind.

Firstly, look at the person who is being unkind, put your hand up and say…

I don't like it when you say/do….

Stop saying/doing that. Thank you.

If they continue to be unkind, look at them again and say this…

I've told you to stop and you are still saying/doing it.

I will ask an adult to help if you do not stop now.

If they still continue to be unkind, go immediately to an adult for help.

The adult will ask if you have tried to be Cool in School.

You can tell them you have.

The adult will help you to sort out the problem.

This script is regularly practised in class and our whole school/nursery annual Anti-bullying week focus ensures it is up to date and shared. A key step in this script is children knowing that they must ask an adult for help if any unkind behaviour continues.

School and Nursery Rules:

Through embedding our school vision and values in all our learners we know that children will be in a good position to make positive choices, most of the time. Our school/nursery rules are well established and simple for all to follow and act as a gentle reminder to prompt good decisions. They are Ready, Respectful and Safe. These rules can be applied quickly and simply around the school/nursery building in the playground. E.g. "I can see you are enjoying climbing on the wall, however, Is that safe?". Generally, children know that this is not and will automatically made a more sensible choice.

Here is a summary of our rules:

Systems to support positive relationships:

- Well planned, organised and correctly pitched lessons/learning experiences promote engagement with learning and positive behaviour. All teachers engage in termly planning meetings and participate in learning visits to capture this.
- Establish classroom charter with the pupils at the start of each session. This charter should be linked to the UNCRC and a constant source of reference for pupils. This is reviewed regularly with pupils.

- All staff consistently apply the same routines and expectations as articulated in the school/nursery vision and values as well as the class charters and within a culture of mutual respect.
- Class teachers regularly discuss expected playground behaviour linked to ready, respectful and safe.
- Display visuals of ready, respectful and safe in different areas of the grounds so that they are clearly visible
- Positive recognition begins with effective praise which is genuine, descriptive and specific. Praise can be either public or private depending upon the child's personality. There are always many opportunities to praise children throughout the school day and these should not always be connected to a curricular activity. Genuine praise can boost children's self-esteem and help them recognise times that they are keeping the charter and living our school values as expressed in 'On TRACK to a bright future".'
- We recognise that promoting the positive is often more effective than drawing attention to negatives but there are times when behaviour needs to be appropriately corrected.

- We recognise that all behaviour is communication and where a child is presenting with distressed or significantly changed behaviour, it is important to consider all likely triggers and address them. Significant changes to a child's behaviour should be reported to the class teacher, who will inform the head teacher or depute head teacher accordingly.
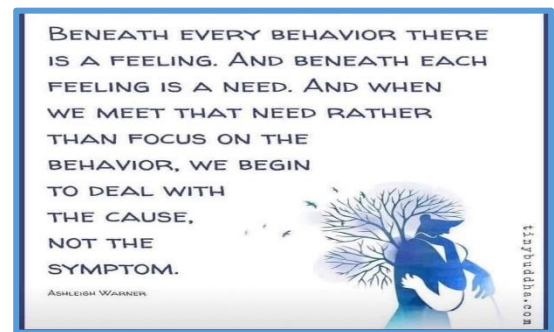
- At Tayport Primary School every class has an incident folder which records any classroom or playground clashes (in terms of when, where, who and what happened). Generally speaking incidents are of a low-level nature and are referred to as "little deals". Below is an overview of the incident recording form:
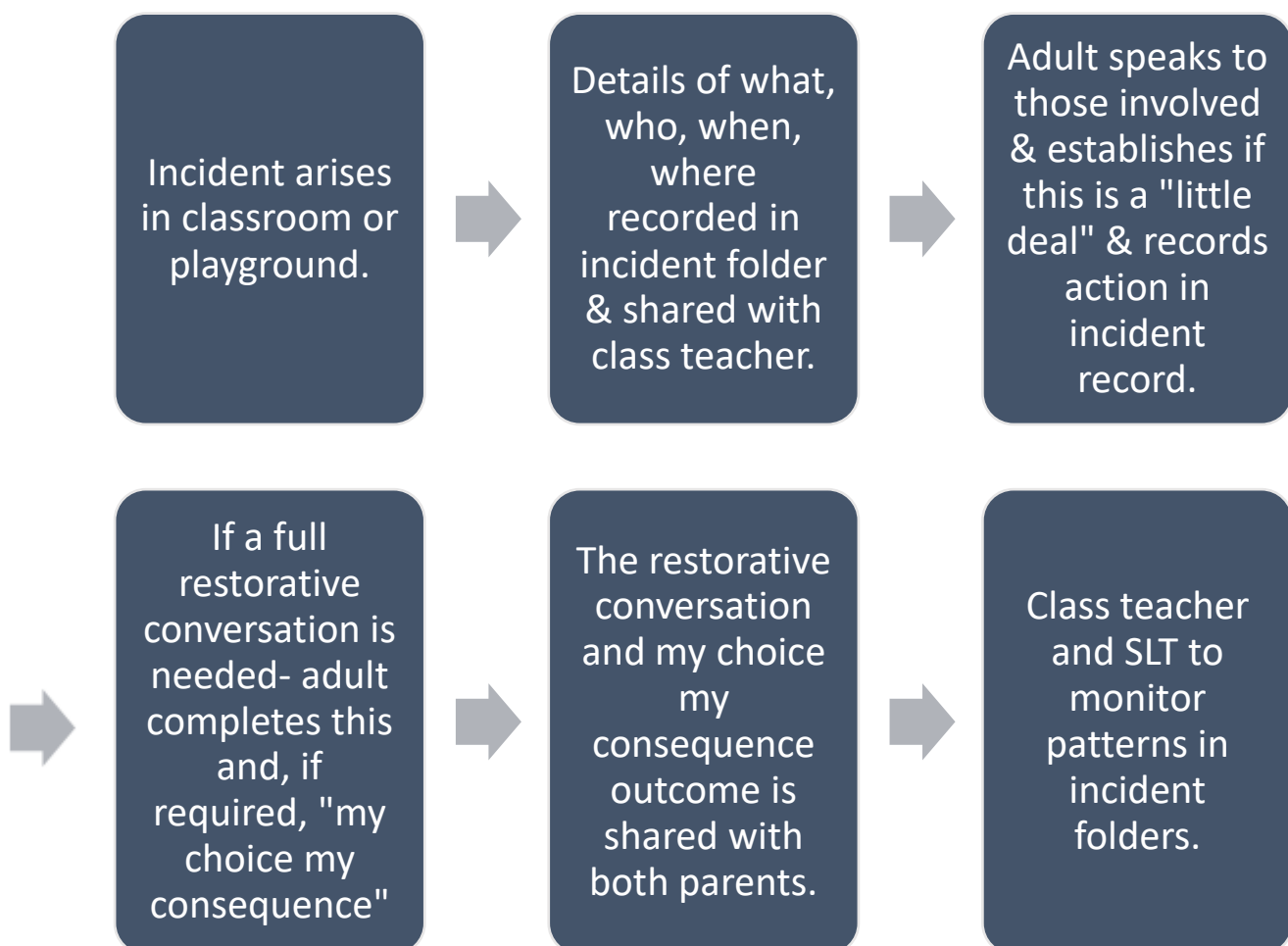
- Following an incident, the PSA or class teacher may follow up and record a restorative conversation with those involved and may also use a "my choice my consequence" record sheet to support a child/children in reflecting on negative and positive outcomes. A sample of both tools is shown in appendix 2. For some children a visual restorative conversation tool is used and in nursery the Fix it Folder is used. Both parents will be contacted by the class teacher if a "my choice my consequence" conversation has been held. This is for the parents' information, it is not expected that a consequence will be put in place at home as the matter will have been resolved in school. If the child is in a heightened state, it is best to let them calm down before reflection and restoration, therefore follow up conversations might occur the following day.

- Where a child has been upset by another, it is good practice to ask them if they are happy to speak to the other and let them make an apology. Any apology made should be sincere and it should be clear that an apology is a commitment not to do it again.

- Our updated anti-bullying policy sits alongside all information contained in this policy, in particular establishing the difference between a conflict and bullying. Children and situations are always treated on an individual basis with any additional support needs taken into account.

Reporting incidents and restoring relationships summary:

Incident arises in classroom or playground.	Details of what, who, when, where recorded in incident folder & shared with class teacher.	Adult speaks to those involved & establishes if this is a "little deal" & records action in incident record.
If a full restorative conversation is needed- adult completes this and, if required, "my choice my consequence"	The restorative conversation and my choice my consequence outcome is shared with both parents.	Class teacher and SLT to monitor patterns in incident folders.

Positive Relationships and Behaviour at Tayport Primary School

On TRACK to a bright future!

Kindness
Connecting
Achieving
Responsibility
Thinking

Our school vision and values are the foundation of positive relationships.

5 consistent adult behaviours…

1. Model emotional control.
2. Be consistently calm and fair.
3. Be warm and approachable using positive language.
4. Listen to children and support when they ask for help.
5. Personally, follow-up issues and explain decisions.

Learners are supported by…

1. Emotional health & wellbeing learning being prioritised.
2. Everyone promoting our school values.
3. Verbal prompts to make the right choice.
4. Being given time and space to reflect.
5. Participating in restorative conversations.

We use our "Being Cool in Tayport School" script

We are ready to learn.

Our school rules are:
READY
RESPECTFUL
SAFE

We are welcoming and have fantastic manners.

We make safe choices and can explain our actions.

3 scripts to divert, diffuse, distract…

1. I've noticed that…. Why don't we try/ move/ ask…
2. I can see this isn't working, let's try…
3. Let's have a chat about how to make this better.

Appendix 1: P2-7 Health and Wellbeing Results – October 2021

	Score 8 – 10	Score 4 – 7	Score 1 - 3
I like this school	57.4%	32.9%	9.7%
I have friends in this school	74.8%	17.4%	7.7%
People in this school can help me if I get upset.	61.3%	20.6%	18.1%
I belong to this school/ I feel important	51.6%	32.9%	15.5%
I work hard in this school	63.2%	29.7%	7.1%
I am proud of the work I do in school	72.9%	20%	7.1%
Teachers tell me what I am good at	63.2%	26.5%	10.3%
I will keep trying even if the work is hard	71%	20.6%	8.4%
I am good at working with others.	58.1%	30.3%	11.6%
I can wait until it is my turn	65.2%	24.5%	10.3%
I follow the school rules	73.5%	19.4%	7.1%
I stay calm even if I do not get what I want.	68.4%	19.4%	12.2%
I like being chosen to do things in school	63.2%	22.6%	14.2%
I can stand up for myself in school	71.6%	19.4%	9%
People listen to me in school	51%	31.6%	17.4%
I would complain if I felt picked on by anyone in school.	51.6%	29%	19.4%
Other pupils look out for me in school/ make sure I am feeling okay	47.1%	35.5%	17.4%
Adults look out for me in school/ make sure I am feeling okay	73.4%	21.3%	10.3%
I feel safe in school	71%	17.4%	11.6%
I feel good about myself in school	66.5%	21.9%	11.6%

Within each band children had a continuum of responses:

8 - 10 – this is very true of me.

4 – 7 – this is usually true

1 – 3 – not true of me

Appendix 2 – Restorative Conversation Record and My Choice My Consequence

#mindful Restorative Conversation Record – #respect

Pupil: Date & Time:

Adults involved in meeting:

What happened?

What were you thinking at the time?

What have you thought since?

How did this make people feel?

Who has been affected?	How have they been affected?

What should we do to put things right?

How can we do things differently in the future?

Any Agreed actions:

Shared with: Class teacher ☐
                     Parents ☐
                     SLT ☐

My Choice My Consequence

What happened first?

↓

What happened next?

↙   ↘

What could I have done?   **What did I do?**

↓   ↓

What might the consequence have been?   **What was the consequence?**