



Thornton Primary School & ELC Positive Relationships & Behaviour Policy

January 2022



Links with UNCRC

The best interest of the child must be a top priority in all actions concerning children. **(Article 3)**

Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously. **(Article 12)**

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and mistreatment by their parents or anyone else who looks after them. **(Article 19)**

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment. **(Article 29)**

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities. **(Article 31)**

Governments must protect children from work that is dangerous or might harm their health or education. **(Article 32)**

The creation of this policy has been informed by legislation from the Scottish Government and guidance from Education Scotland, General Teaching Council Scotland (GTCS), Scottish Social Services Council (SSSC), United Nations Convention on Right of the Child (UNCRC) and Fife Council Education and Children's Services Directorate.

RATIONALE

The purpose of this policy is to enhance a whole school nurturing approach and the development of positive relationships between children, staff, parents and partners. We recognise that clear behaviour expectations and a fair, consistent approach throughout the school are necessary in order to promote positive relationships within the school. At Thornton, our school values, "Ambition, Included, Kind, Respect and Safe," promote our sense of community which is founded upon strong relationships with everyone and our wider community. Our school prides itself on recognising and celebrating diversity of all.

When our core values are demonstrated by the whole of our school community, we will be confident that we have created a safe and secure learning environment. Our children will discover their talents, develop their interests and have the skills to become successful learners, confident individuals, effective contributors and responsible citizens.



AIMS OF POLICY:

- Promote positive behaviour and relationships across our school community and ensure a shared understanding
- Outline the responsibilities and role of children, staff and parents
- Promote positive behaviour and restorative discussions in order to encourage, teach and reward positive behaviour
- Deal with unacceptable behaviour with actions that are calm, consistent, understanding and fair and in keeping with our restorative and nurturing approach.
- To ensure children will feel that they are listened to, and where they feel secure in their ability to discuss sensitive aspects of their lives
- Promote a climate in which our pupils feel safe
- Model behaviour which promotes health and wellbeing and encouraging it in others
- Be sensitive and responsive to the wellbeing of each pupil
- Foster positive and supportive partnerships with parents and carers to ensure there is a consistent message between home and school

PROMOTING POSITIVE RELATIONSHIPS & BEHAVIOUR

Positive behaviour is dependent on **effective learning and teaching** and an **appropriate curriculum**. Within the Curriculum for Excellence (CfE) all staff are expected to be proactive in promoting positive relationships and behaviour in the classroom, playground and the wider school community. We achieve this at Thornton Primary School by:

- Establishing open, positive, supporting relationships across the community, where children and young people will feel that they are listened to, and where they feel secure in their ability to discuss sensitive aspects of their lives
- Promoting a climate in which children and young people feel safe and secure
- Modelling behaviour which promotes health and wellbeing and encouraging it in others
- Using learning and teaching methodologies which promote effective learning
- Being sensitive and responsive to the wellbeing of each child and young person.

Positive relationships are dependent on a shared understanding of our school vision, values and aims and how we interact with everyone in our school and community. At Thornton, we recognise that positive relationships form the basis of successful connections between people that foster positive social interactions and establish an environment of trust and support. They include those that are nurturing, trauma-informed, restorative, solution orientated, and encourage compassion and connection across communities. **(See Appendix 1)**

We build positive relationships by:

- Showing unconditional positivity to learners (accepting and supporting them exactly as they are without evaluating or judging them)
- Understanding and responding to behaviour in a respectful, child friendly and holistic way, considering the individual in the context of their family, community and culture
- Proactively developing responses to support learners' wellbeing and learners who may be at risk of disengaging
- Actively listening, with purpose, to children and young people
- Focusing on inclusion, wellbeing, and addressing barriers to learning rather than punitive processes
- Helping children and young people to be aware of and understand the impact of their actions and behaviours

(Education Scotland, undated)

ROLES AND RESPONSIBILITIES OF OUR SCHOOL COMMUNITY

With clear agreed systems and structures regarding classroom organisation and management, a high degree of consistency must be shown throughout the school to promote positive patterns of behaviour. It is a shared responsibility of the whole school community to demonstrate our core values.

Children

- To be respectful to others
- To be kind, helpful and caring
- To look after equipment and resources in our school, nursery and wider community
- To have a positive attitude
- To be aware of their own and other's safety

- To be active learners and encourage others to learn
- To take on responsibilities around the school and in the community
- To be responsible for their own actions

All Staff & Other Adults in School/ELC:

- To be aware of, understand and support the policies and procedures that help our school run smoothly
- To promote a positive ethos in the school by employing a restorative and nurturing approach
- To model the behaviour and actions expected of our children
- To ensure behaviours/issues that are observed are discussed and resolved immediately
- To ensure they are well organised and prepared for their class and/or group they are working with
- To ensure that they are aware of specific needs and requirements of children in their care (this includes Adverse Childhood Experiences, Additional Support Needs etc...)
- To ensure that everyone is safe and secure within the school environment and on educational visits
- To be consistent, calm, understanding and fair when helping children resolve issues in school.

Parents/Carers

- To be aware of, understand and support the policies and procedures that help our school run smoothly
- To model the behaviour and actions expected of our children
- To support the school in developing their child's learning and their social & emotional wellbeing
- To ensure that their children come to school on time, appropriately dressed and ready to learn
- To communicate with the class teacher about any incidents in the first instance

PROMOTING POSITIVE BEHAVIOUR IN THE CLASSROOM/ELC SETTING

How the adults in our school/ELC promote positive behaviour

We help children to be enthusiastic and focused about learning by:

- Establishing and discussing class and school expectations with pupils
- Ensuring that the learning environment is well organised and that appropriate, differentiated activities are used to minimise opportunities for low level behaviour. *N.B. Good organisation is the key to eradicating low-level disruption in the classroom.*
- Providing planned, high quality learning experiences
- Promoting a 'can do' attitude through a Growth Mindset model
- Displaying children's work in a variety of ways and celebrating their achievements.
- Recognising and rewarding positive behaviour and achievements e.g. through Positive Reward Systems (e.g. House Points, Class Charters, Awards/Certificates, Class Points Systems etc...)
- Overseeing and managing the use of individualised positive behaviour charts or booklets if necessary (e.g. individual incentives / Target Booklets, happy faces charts)
- Actively teaching positive behaviour patterns through Citizenship, Health & PSD programmes and through quality Circle Time/Class Meetings.
- Awarding 'Weekly Wonders' at Assemblies
- Trying to promote a positive ethos in class by encouraging children to support each other

We help children to be kind, caring and considerate of others by:

- Teaching children about their own and other people's feelings
- Modelling how we care for others
- Modelling how we speak to others using our Rights Respecting vocabulary
- Developing respectful relationships between everyone in our school
- Adults modelling behaviour they would like to see in children
- Noticing and praising consideration for others
- Developing a restorative approach to disagreements and conflict
- Using positive language to meet and greet each other
- Understanding that the adults in the school need to look after themselves too

We help children to be co-operative and able to work and play in groups by:

- Ensuring children have downtime at breaks and lunchtime outdoors
- Giving children jobs and responsibilities (display job charts)
- Having organised learning environments so that it is easy for everybody to look after equipment (clear routines and systems in place for classroom organisation and management – including visual timetable)
- Establishing routines which are understood by the children so that they are able to organise their time effectively

We help children to be ambitious by:

- Encouraging and praising all children's efforts
- Encouraging perseverance and resilience
- Modelling how you can learn through mistakes
- Rehearsing how you can do things in different ways
- Setting realistic targets for behaviour and learning
- Providing exciting learning opportunities which promote collaboration and co operation
- Providing challenge in our lessons for all groups of learners
- Developing positive relationships

We help children to make good choices and do the right thing by:

- Agreeing class charters relating to school life detailing Rights and how we Respect those Rights, which are displayed and referred to
- Rewarding effort as well as outcome
- Talking to them using clear, specific, positive language
- Encouraging and praising all children's efforts
- Modelling how you can learn through mistakes and do things in different ways
- Teaching children strategies to cope with minor setbacks – big deal/little deal
- Reviewing situations to encourage reflective thinkers
- Developing trusting relationships and listening

REWARDS

*****Our children are not to be rewarded for good behaviour on a weekly basis, it is an expectation. It must be recognised and encouraged through the ways discussed in this policy.*****

Class Teachers negotiate with pupils and establish their own personal class rewards to recognise, reward and value effort and exceptional behaviour (e.g. Star of the Week, personal points, table points, class targets, stickers, certificates etc...). These are devised to suit the needs and age group of the class. These are integrated into classroom practice encouraging the children to take ownership.

A Growth Mindset approach is continuously being developed throughout the school and praise/rewards are used to encourage the development of a Growth Mindset for all children. Praise is focused on a child's effort/determination/perseverance.

The Senior Leadership Team support the class system by rewarding positive behaviour, achievements and effort at Assemblies (e.g. stickers, star awards, "Express to Success" wall)

In Thornton PS/ELC, we do not participate in weekly "Golden time". Good behaviour is recognised and encouraged on an ongoing basis throughout the week and through the use of in class recognition boards.

Each class can participate in an end of term reward. Please discuss this with a member of SLT before organising so that consistency of rewards can be monitored across the school/ELC.

PROMOTING POSITIVE BEHAVIOUR ACROSS THE WHOLE SCHOOL

In addition to the work carried out in classes, positive behaviour will be recognised at whole school level by:

- **Weekly Wonder** – This award is given to a child in a class who has displayed one of our school values across the week.
- **Star Award** – This award is curricular based and is given to a child who has shown a great effort or application within a curricular areas that week.
- **Out of School Achievement Award** – This award is given to a child to celebrate an achievement out with school – for example, receiving a medal at a club; having raised money for charity etc...
- **Kindness Hearts** – These are given to children who have displayed our value "Kind". These are given as and when it is recognised.
- **Golden Token** – These are given to children for exceptional displays of behaviour. Consider this as "goes beyond a weekly wonder" events.
- **House points** – coloured tokens can be given to children by any member of staff for display of the values.
- **Thornton Primary Stars – "TPS Friday"** – weekly celebration with a member of SLT. These are the children who receive a weekly wonder or golden token.
- House cup winners celebration – at the end of Term 4.

HOUSE POINTS

At Thornton Primary School we have 4 houses – Beech, Cedar, Hawthorn and Rowan. Children are all assigned a house when they begin nursery and will remain in this house until P7.

House Points can be awarded as part of class positive reward systems and through other means such as:

- Receiving a certificate at assembly
- Displaying our school values that are observed by staff around the school and playground
- House Events (There will be a calendar of events throughout the session)

PROMOTING POSITIVE BEHAVIOUR IN THE PLAYGROUND:

Pupil Support staff are proactive in the playground by promoting positive behaviour and relationships. Dealing with issues using a restorative approach focused on a positive solution-based outcome rather than “punishments.” Staff may feel it is necessary to inform the class teacher of any playground issues but as a means of communication rather than potentially escalating the issue.

Pupil Support staff can award children with house tokens for displays of values in the playground. The golden token can also be given out to a child if staff feel they have displayed exceptional behaviour/attitude etc...

If deemed necessary, the Senior Leadership Team will support children with issues relating to the playground in order to minimise disruption to learning and teaching. A Playground Charter is being developed and will be reinforced in PVG Groups, Assemblies and in class discussions.

LINKS WITH SUPPORT AGENCIES

We value the contribution and input of support services (e.g. Educational Psychologist, Family Worker, Behaviour Support Staff). These agencies provide support and work co-operatively with children and staff to ensure best possible service for our pupils.

STAGES OF INTERVENTION

We recognise that our children may require additional support to ensure that they are supported to achieve positive behaviour and relationships. In following the stages of interventions below it is crucial that we are understanding and responding to behaviour in a respectful, child friendly and holistic way, considering the individual in the context of their family, community, culture and that we are aware of specific needs and requirements of the child.

It should be understood that there might be occasions when the procedures detailed in this policy are seen as inappropriate due to specific circumstances surrounding a particular case. In these circumstances, common sense should prevail and staff should act appropriately to the situation to ensure children and staff are kept safe.

In circumstances where the distressed/unexpected behaviour of a child may put themselves or others at risk, all children should be removed from the classroom to a safe space and the “red card” sent along to a member of SLT.

SLT will support the class teacher in adopting an appropriate plan of action and, where applicable, follow the child’s proactive management plan.

Low-level disruptive behaviours

This may look like (this list is not exhaustive)

- Disengagement
- Not completing their work
- Distressed behaviour
- Lack of motivation
- Shouting out
- Distracting others/interrupting

Stage	Action
Stage 0 – a child is demonstrating our school values and class/school expectations	Follow positive behaviour systems in your class
Stage 1 – a child is not demonstrating the expectations in stage 0	Reminder of our school values, expectations
Stage 2 – the initial behaviour continues...	Restorative Conversation between CT and child <i>(This should be held as soon as possible. However, depending on circumstances, it may not take place right away.)</i>
Stage 3 - the initial behaviour continues...	Class Teacher to liaise with SLT to consider an appropriate plan of action. This may involve the CT making contact with the parent/carer.
Stage 4 - the initial behaviour continues...	Child to have a restorative conversation with Class Teacher, SLT and other staff who may be affected
Stage 5 - the initial behaviour continues	SLT to make contact with parent/carer
Stage 6 – the initial behaviour continues...	Restorative conversation with SLT, Class Teacher & Parent/Carer.

At all stages our actions must focus on **“Making a Plan”** to support the pupil to improve their behaviour and maintain the positive relationships with those who work with them.

Children **will not** be kept in at break/lunch times for low-level disruptive behaviours or incompleteness of learning activities. This allows us to ensure that, “Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.” (UNCRC, undated)

References:

Fife Council Education & Children's Services Directorate. (2016). *Behaviour & Relationships Strategy – Pupil Behaviour – De-Escalation, Professional Development Pack (Revised) – A Handbook for Staff & Staff Trainers*. Fife. Fife Council

Education Scotland (undated). *Relationship Based Approached. Informed Level*. Edinburgh. Education Scotland

General Teaching Council (Scotland). 2021. *Standards for Career-Long Professional Learning*.

General Teaching Council (Scotland). 2021. *Standards for Middle Leadership*

General Teaching Council (Scotland). 2021. *Standard for Headship*

Scottish Social Services Council. 2015. *Standards for Childhood Practice*.

UNICEF. Undated. *The United Nations Convention on the Rights of the Child*. Available at: [Layout 1 \(unicef.org.uk\)](https://www.unicef.org.uk) (Accessed: January 2020)

APPENDIX ONE

NURTURING APPROACHES:

Being nurturing means being both supportive and challenging. Nurturing approaches can help children regulate their emotions, relate to others, and behave positively. They encompass both universal and targeted support for individuals or groups. Largely based on attachment theory and an understanding of the impact of early adversity and child development, nurturing approaches focus on the learning environment and are based on the understanding of 6 core principles:

- All our children and young people's learning is understood developmentally
- Our learning environment offers a safe place for all children and young people
- Nurture and nurturing relationships are important for the development of wellbeing
- Language is a vital means of communication
- All behaviour is communication
- Transitions are important in children's and young people's lives.

TRAUMA INFORMED PRACTICE:

Being trauma-informed means having an increased understanding of its impact such as poorer wellbeing, social and educational outcomes. Experiencing trauma is common and can affect both children, parents/ carers and school staff.

In relation to behaviour, trauma can cause difficulties with regulating emotions, difficulties with trust and relationships, and increase the likelihood of risk taking or self-harming. Additionally, those affected by trauma may be less likely to seek or receive the help or support they need.

Practitioners who are trauma-informed can:

- Offer consistent relationships that engender trust
- Recognise and understand the distress caused by trauma and its impact
- Recognise an individual's strengths and resources, and be ready to support these
- Reduce the risk of re-traumatisation.

RESTORATIVE, SOLUTION ORIENTATED PRACTICE

'Changing one piece of language might not change the world but it might change the world for one student.'

(Whittaker, 2021: 67)

Restorative Practice is a recommended way to resolve conflict between pupils and manage pupil behaviour than traditional methods such as punitive discipline, rewards and consequences. All practitioners can behave in a restorative way by demonstrating restorative values and using restorative thinking and language.

Restorative values:

- Promote relationship building, conflict resolution and reconciliation
- Create environments where social learning and personal development can be supported
- Embrace qualities such as open-minded thinking, compassion, empathy, perseverance and cultural sensitivity

Restorative thinking:

- Helps us understand another person's behaviour and reflect on our own behaviour
- Find solutions to disagreements and potential conflicts
- Promotes self-compassion, empathy and compassion for others
- Often involves thinking together which helps to develop our openness to alternative ways of thinking and potentially new ways of behaving

Restorative language and having restorative conversations can generate opportunities for listening and participation, co-operation, build an awareness of social responsibility, and sensitively recognise social and cultural differences. Relationships are the essential component of restorative approaches.

RESTORATIVE PRACTICE REMINDERS:

All staff should be mindful that reasonable adjustments may have to be made if choosing to use this method with children and young people who have communication difficulties such as autism or cognitive complex needs.

This is because restorative practice is only successful if the pupil can fully understand the dialogue and reflect on the incident with analysis. For example autistic learners may not be able to imagine and consider the perspectives and emotional responses of others and may not be able to generate ideas for resolution. So for many autistic learners, Restorative Approaches being used for conflict resolution, will not be appropriate. As always as with any approach it should be appropriately planned to meet individual needs.

RESTORATIVE CONVERSATIONS – SCRIPTED DISCUSSIONS ALL STAFF SHOULD HAVE USING EMOTION WORKS LANGUAGE AND FIX IT

FOLDERS



ELC – P7

Emotion Behaviours – What I do, How I show the emotion (how did you react? How did you show your emotion? Was it a good choice?)

Body Sensations – Where I feel, How it feels (What's happening in your body? What does it feel like? Where do you feel this? Describe the sensation?)

Emotion Triggers – Why I feel like this, What happened? The Cause, Reason, an Event, a Situation, a Thought? Who? What? Where? When?

Emotion Words – Name the emotion, Other words?

Regulation Strategies – What makes me feel better? What would help? What can you do? What can someone else do to help?

P5-P7

Emotion Intensity – How Strong? How big? How Much?

Influencing Factors – Things to mention or consider – the bigger picture? Did something happen this morning, last night etc...?

APPENDIX TWO

Thornton Primary School & ELC Expectations

“This is how we do it here”

- All staff to support pupils into school in the mornings, after break and lunch.
- Teachers will collect their pupils from the playground promptly after bells.
- Pupils will walk in an orderly line with their teacher, stopping to regroup at regular intervals.
- One child will hold the door whilst everyone else moves through.
- Pupils will be greeted in the morning before entering the school/classroom.
- Children will knock first before entering a classroom or office.
- Teachers/Support staff and SLT will be at various points in the school to welcome pupils to school.
- A member of the SLT will be in the playground before the bell at 9am and at the end of the day.
- Every class to have a recognition board to praise achievements.
- Class teachers will have the opportunity to establish relationships by inviting parents/carers into school at the start of each session.
- Any parent wanting to speak to a class teacher when they are bringing in the lines should be politely asked to go to the school office and either the CT or a member of the SLT will be in touch with the parent later on that day.
- Every class expected to respect the school environment by carrying out a ‘Friday Tidy’ of both their classroom and cloakroom.
- During break/lunchtime all pupils should be outdoors unless alternative arrangements have been made with a member of SLT.
- At all times, children will be walking through the school building.
- Our children will ensure they are using “safe hand and safe feet.”
- Only one pupil from each class can be out at the toilet at any given time unless alternative arrangements have been made for individual pupils.
- Restorative conversations will take place using the Emotion Works based Fix it Folders.

APPENDIX 3

Positive Behaviour Support Scale – (enter pupil name), Thornton Primary School Date: (*****)

Involving: Staff members who work with child, SLT, SFL and parent

Behaviours when... What I do, say, look like CALM / RELAXED	Pro-active Strategies	
<u>Body posture / facial expression / movements</u> <u>Communication</u> <u>Other</u>	Language and communication: General scripts: -“first...then...”, “standing up” Noise: Calm and safe:	
Behaviours when... What I do, say, look like GETTING ANXIOUS (early warnings)	Appears to be communicating What this means / what I am trying to tell you	De-escalation Strategies
<u>Body posture / facial expression / movements</u> <u>Communication</u> <u>Other</u>		
Behaviours when... What I do, say, look like VERY ANXIOUS / UPSET / AGITATED	Appears to be communicating What this means / what I am trying to tell you	Re-active Strategies Steps to manage difficulties
<u>Body posture / facial expression / movements</u> <u>Communication</u> <u>Other</u>		
Behaviours when... What I do, say, look like BECOMING MORE CALM	Re-engagement Strategies	
<u>Body posture / facial expression / movements</u> <u>Communication</u> <u>Other</u>		

APPENDIX FOUR

Getting It Right For Every Child (GIRFEC) Wheel:

