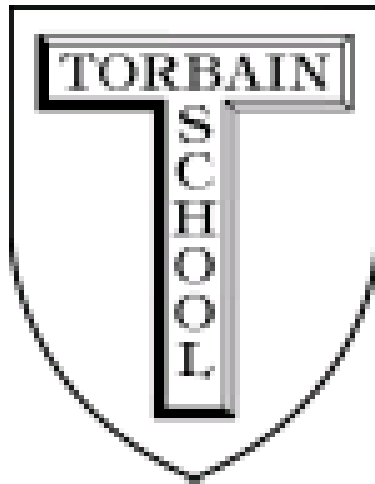


*Torbain Primary School
& Nursery*

Positive Relationships
&
Behaviour Policy



Revised August 2024

INTRODUCTION / RATIONALE

School ethos and culture is fundamental in determining positive behaviours in school. At Torbain we believe children should have the right to the best possible childhood where they are respected, listened to, cared for, safe and happy and free to flourish.

We strive to facilitate and ensure the best for every child and our motto is... 'Try, Participate, Succeed' based on our school values of 'Fairness, Friendship, Honesty and Respect'.

"Positive outcomes are most evidenced in relational style characterised by high warmth and support, high standards and high expectations of socially responsible behaviour, and an ability to effectively set limits for behaviour, ensuring effective implementation of values, and expectations in a firm and consistent manner..."

Scottish Government- Improving relationships and behaviour in schools: ensuring safe and consistent environments for all- Joint Action Plan 2024-27

AIMS

This policy aims to:

- Create a positive ethos and culture where all members of the school community are respected and safe, their wellbeing is protected, and children are included, engaged and involved in their learning and in the life of the school
- Provide guidance and support to ensure a consistent approach to improving relationships and behaviour, where all members of the school community – school staff, parents, carers, children and young people – recognise their role in developing community values by creating and modelling and supporting positive relationships and behaviour.
- Support all staff to develop positive relationships and behaviour, based on relational approaches, that is applied consistently to all pupils and yet reflects the needs of individual children
- To provide guidance for all staff, partners, parents and carers on how to support our pupils to manage their behaviour, build positive relationships and, ultimately to feel included and safe, in order to be able to access and engage in the learning
- To underpin our beliefs with evidence-based practice and current research

Policy Objectives:

- To build a community which values kindness and empathy for others
- For all members of our community feel safe and included
- For each individual to be supported in understanding their emotions, develop communication, co- and self- regulation and social skills, supported by a partnership of parents, carers, school staff and our partners
- Be supported in their wellbeing, with links made to wider support as appropriate
- To provide a holistic, whole-person, inclusive model for our understanding of self-regulation and behavioural needs based on trauma informed and relational approaches

PROMOTING POSITIVE RELATIONSHIPS/BEHAVIOUR

Built on the foundations of GIRFEC, SHANARRI, UNCRC and The Promise – we focus on relational connection and regulation first. We do this by putting relationships at the heart of our approach by truly hearing and responding to our children's voices, in order to create and foster a safe and happy environment where all feel secure and respected.

All staff will strive to facilitate and foster:

Trauma informed approach:

Having an increased understanding of trauma and its impact: such as poorer wellbeing, social and educational outcomes. Know that trauma is common and can effect both children, parents/ carers and school staff.

Show understanding that 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 will:

- 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.
- Showing compassion and not judgement - Positive curiosity 'what has happened to you?'
NOT 'What is wrong with you?'
 - working with others to provide holistic help and support
 - Focus on strengths and not deficits

Restorative approach:

Being restorative can be proactive (relationship building) or responsive (relationship repairing) and can be used at every level from everyday informal interactions to more formal restorative meetings. Restorative approaches articulate with, and compliment all other relational approaches, and influence the emotional atmosphere in a learning community. In our contexts this could be:

- effective communication
- relationships or friendships
- empathy and understanding for another person's perspective (scripting)
- trust and respect (this could mean a sense of security, self-confidence, self-respect, or dignity)
- understanding the impact of our own behaviour on others
- repairing or replacing damaged materials or resources
- are based on our school values and UNCRC charters
- Peer mediators

In promoting RESTORATIVE APPROACHES, we aim to encourage children, through time for REFLECTION, to think about their actions following conflict, dysregulation or difficulties in the class or in the playground. The Restorative Approach provides an opportunity for the pupil who has done wrong to:

- realise the harm they have done
- consider the feelings of the person they have wronged
- make amends in a practical way

Children should be encouraged during REFLECTION to consider the effect of their behaviour on others and to consider the feelings of all parties involved.

- Pupils will support one another to seek resolution through Peer Mediation

Understand and Apply Nurturing Approach – H.N.I.O.S.

Being nurturing means being both supportive and challenging. Nurturing approaches can help children regulate their emotions, to relate to others and behave positively. They encompass both universal and targeted support for individuals and 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 six principles of nurture. We aim to ensure that:

- Children's learning is understood developmentally
- The classroom offers a safe base
- Importance of nurture to develop wellbeing
- Language is a vital means of communication
- The importance of transitions in children's lives.
- All behaviour is communication

De-escalation

We will endeavour to reduce the stress in a difficult situation so that it doesn't get worse. It cannot stand alone and relies on the previous approaches to be successful.

General Techniques

- Aim to influence not control behaviour
- Refocusing
- Assertive not hostile or weak responses
- Teach good behaviour and make expectations explicit "*We listen when someone is talking*"
- Model what you want pupils to see
- Rule reminders
- Use praise - Catch them being good
- Tactical ignoring
- Every pupil is different
- Avoid making judgements and assumptions
- Share knowledge and experiences of successful strategies

Ultimately no one relational approach stands alone and we strive to ensure our behaviours are driven by our values:

- listening, with purpose
- understanding and responding to behaviour (in a developmentally friendly and holistic way)
- showing unconditional positive regard: Praise in Public (PIP), Reprimand in Private (R.I.P.)
- embracing qualities such as open-mindedness, kindness, empathy, and perseverance
- understanding and managing our own emotions (and helping others to do this too)
- being proactive in supporting needs - wellbeing, social and emotional, and learning
- modelling the behaviours we wish to see

PROMOTING POSITIVE BEHAVIOUR IN THE CLASSROOM:

Inclusive Classroom (Physical, Social & Structures & Routines)

Staff will:

- ensure that the classroom is well organised and that appropriate, developmentally appropriate and differentiated activities are used to engage all learners
- will agree, with pupils, a **classroom charter based on UNCRC and the school values** **(This should be displayed on classroom walls and referred to regularly and discussed at e.g. Weekly meetings & reviewed over the course of the session)*
- will actively teach positive behaviours and social skills through Social, Emotional & Mental Well-being programmes (*Emotion Works, Cool in School and through quality Circle Time/Class Meetings*)
- use the Circle framework, Up, Up & Away, The Inclusive Classroom to ensure that ensure the physical, social and structures and routines of the classroom are conducive to all learners
- use the Circle Framework Participation scale to assess areas of potential problems and plan / implement necessary interventions. *Refer any individual not responding to targeted classroom intervention after 6 weeks to SfL using QR code.*
- Seek advice from external agencies to support individuals: Speech & Language, O.T., etc
- Demonstrate unconditional positive regard to all
- supervise children moving around the building both at times of entry / exit from the building, and when moving to another area
- House Tokens, Torbain Tokens, Star of the Week should be used to recognise positive behaviours.
- Achievements and wider achievements will be shared and celebrated at Assemblies.

All staff:

Modelling & Teaching Good Behaviour

It is essential that all adults in school reflect on their response styles, especially in difficult situations. Our aim should be to demonstrate an assertive response - an interactive style in which every staff member is appropriately directive without being hostile or inappropriately demanding. Rules and acceptable boundaries are fair and set in advance without being overbearing. We play an important role in modelling the behaviours we want to see. We need to teach good behaviours and make rules explicit, using positive language whenever possible.

Natural & Logical Consequences

Consequences (see appendix 1) help to show children and young people that they have an impact on the world and can help to establish secure boundaries. It is important that consequences are natural or logical in order to show cause and effect e.g. the consequences need to be clearly linked to the behaviour. Consequences should follow the three R's:

- Related - must be related directly to the behaviours that need developed
- Respectful - be communicated in a way that is respectful and in how it is directed
- Reasonable - must be cognitively appropriate for the child's age and understanding.

Ultimately, our collective relational approaches should provide an environment that is safe, trustworthy, offers choice and collaboration to ultimately empower our pupils to be confident individuals, responsible citizens, successful learners and effective contributors.