

Wallacewell Primary

Relationships Policy



Our approach to promoting positive behaviour in our school community.

Rationale

Glasgow City Council's 'Promoting Positive Behaviour' articulates our commitment to the inclusion of all children and young people and our belief that they should fulfil their full potential whilst in our care. It has been informed by a range of key national and local documents in particular Glasgow City Council's revised Additional Support for Learning Policy 'Every Child is Included' (2009). Each establishment is required to produce and keep under review a policy on Promoting Positive Behaviour.

This policy is derived from the Council's 'Promoting Positive Behaviour' and will take account of the particular circumstances of this establishment. This policy supports everyone in Wallacewell have a shared understanding of health and wellbeing, positive relationships and behaviour and this reflects our school vision, values and aims. Everyone in Wallacewell has a shared responsibility for developing and supporting positive relationships and behaviour.

At Wallacewell, we believe that the pupils and staff have the right to learn and teach in a safe, respectful environment. We have high expectations and aspirations for everyone. We endorse GCC Nurturing Principles and believe that "all behaviour is communication".

Introduction

At Wallacewell Primary we are dedicated to developing positive relationships and creating a happy and safe learning environment where everyone feels valued. This document describes the approaches and procedures that are used throughout our school to promote positive behaviour.

Children's behaviour is often referred to in this document. By behaviour we mean not only the way in which children treat each other and their surroundings, but also their attitudes to work and the way they approach their learning.

Our school policy outlines how Wallacewell Primary will:

- Educate the whole child and develop their personal and social skills to ensure their own well-being and that of others.
- Ensure children and young people have regular opportunities to develop an understanding of their rights and responsibilities.
- Provide safe and stimulating learning environments for all children and young people that enable them to reach their full potential and become successful learners, effective contributors, responsible citizens and confident individuals.
- Develop an awareness of consequence in children and young people.
- Develop a desire in all children and young people to participate positively and contribute at all times.

Aims

Our school operates a range of initiatives and strategies which allow the school to promote positive behaviour both at classroom and whole school level.

Promoting positive behaviour is not simply a way of encouraging children to behave well and to work hard at school. It also encourages children to be responsible citizens in school, outwith school and throughout their lives. Promoting positive behaviour encourages children to:

- Treat others with respect, kindness, courtesy and consideration.
- Take responsibility for their own actions.
- Be aware of the consequences of their actions upon themselves and upon others.
- Treat belongings and property with respect.

At Wallacewell Primary we consistently provide a positive supportive ethos so all children feel respected, included and valued. We want all children to learn and achieve their full potential and experience success in a safe, nurturing, and stimulating inclusive learning environment.

Relationships between staff and children are built on mutual trust and respect within an environment which is welcoming, calm, secure and orderly. Staff trust young people and give them responsibility.

The importance of a consistent approach to Promoting Positive Behaviour is emphasised with staff and positive behaviour strategies are taught explicitly and regularly revisited throughout the year. We also ensure that children have regular opportunities to develop an understanding of rights and responsible actions and also an awareness of consequences.

Effective planning ensures an appropriate, flexible and differentiated curriculum which meets all learners' needs. Glasgow City Council's revised ASL Policy 'Every child is Included ', directs our teaching and learning approaches and confirms Wallacewell Primary's commitment to inclusion and embraces the wider additional support needs of children. A staged intervention system is in place with all staff sharing responsibility in supporting the learning of all children.

Learning and teaching approaches enhance the experience, achievement and attainment of all children including our most vulnerable. Learners' interest and prior knowledge are carefully considered and inform our teaching and learning.

Learning experiences are stimulating, interesting and challenging so that children are motivated to learn and to take ownership of progress in their learning. A wide range of formative and summative assessment strategies, in conjunction with observations and professional dialogue, ensure that the correct supports are put in place at the right time for learners.

Collaborative and co-operative approaches promote quality social interaction between children. A suitable balance of class, group and individual learning opportunities are offered to accommodate range of learning styles. This also ensures the active involvement of all children in their learning.

Towards the Nurturing City: Nurturing Principles in Wallacewell Primary

At Wallacewell Primary we strive to create a nurturing environment and whole school community that ensures -

- all children and young people, and their families, feel that they belong and that their lives and experiences are valued and respected
- all children and young people learn and develop and are supported as they move towards their chosen positive destinations
- all children and young people, and their families, feel that staff listen to their views and that, if disagreements arise, staff respond sensitively and thoughtfully and work to resolve them
- all staff understand the principles of nurture and how these relate to the experiences and development of children and young people
- a web of well planned, appropriate and effective support is in place, through which staff, working in partnership with colleagues in health and in social work and with a range of other agencies and providers, ensure the needs of children and young people are met
- children and young people who experience barriers – of any kind – to their learning have their needs carefully and holistically assessed and have appropriate and effective planned interventions put in place as early as possible and, wherever possible, within their local communities
- services and partner agencies recognise, understand and value each other's roles, responsibilities and expertise, plan and evaluate their work together and, as a result, provide highly effective support for children, young people and families.

At Wallacewell all staff understand and apply the nurturing principles.

- Nurturing Principle 1: Children's Learning is understood developmentally
- Nurturing Principle 2: The classroom offers a safe base
- Nurturing Principle 3: Nurture is important for the development of wellbeing
- Nurturing Principle 4: Language is understood as a vital means of communication
- Nurturing Principle 5: All behaviour is communication
- Nurturing Principle 6: Transitions are significant in the lives of children

Towards the Nurturing City: Nurturing Principles in Glasgow

Whole School Approaches

A Rights Based Approach

In Wallacewell Primary we have adopted a rights-based approach to promoting positive behaviour which promotes relationships built on partnership working, mutual trust and respect. We use a whole school charter and individual class charters to monitor and promote positive behaviour within our school.

Rights are something everyone has as a result of being born. No one has power to grant them or take them away. There are no conditions attached to them. When we learn about rights, we learn that not only do we have them ourselves, but everyone else has them too. When we are enjoying our own rights, therefore, we have a duty to make sure that we do so in a way that doesn't deny other people theirs. A rights-based approach encourages responsible behaviours and helps children to learn about their rights as outlined in the United Nations Convention on the Rights of the Child (UNCRC).

Staff at Wallacewell Primary model rights respecting behaviour and use rights respecting language in order to reinforce the benefits of this values system. It is important that adults and children alike learn not only that all children should be rights respecting but also that **adults** bear the responsibility for ensuring these rights are taught, understood and realised (Article 42).

This means that:

- parents and carers are responsible for ensuring they model rights respecting behaviour in bringing up their children
- schools are responsible for promoting a rights respecting environment
- children learn to become rights respecting global citizens

As children mature, their understanding of a rights respecting way of life grows more profound. They learn to distinguish between absolute and relative rights. They see the importance of adults and young people upholding the values and principles in the charters / agreements to which they have subscribed both in day-to-day matters and in terms of issues locally and globally. This will be reflected in the increasing sophistication of the charters / agreements as children progress from stage to stage.

The end product itself is subject to review by the class / school from time to time in order to reinforce and refresh commitment and, importantly, to allow for refinement of understanding and expression. The children in our school who have been using charters / agreements for a length of time have provided extremely positive feedback on the impact they have had. Children and young people have reported that classroom charters / agreements have been beneficial as they understand that everyone has rights and that in order for rights to be recognised everyone has to act responsibly.

In what way is it different from 'Golden Rules'

The charter is not a direct behaviour management tool. It indicates that a significant part of the role of the school and the teacher is to help realise the rights of the child. Rules are something which are often externally imposed, whereas charters are democratically negotiated using an internationally agreed values framework. A charter should begin a process of replacing rules with mutual agreement.

School/class charters help to establish and build shared values for a rights respecting classroom. The collaboration between children and adults in age- and ability-appropriate ways to agree the behaviours for a rights-respecting classroom / school area has proved to be a very valuable part of the process of making the United Nations Convention on the Rights of the Child (UNCRC) a real and meaningful guide to action on a day-to-day basis.

At Wallacewell we do not use the word rules and instead refer to the rights and associated responsible actions.

What is a Charter?

A charter for a right respecting classroom (or any other part of the school) sets those rights selected from UNCRC which are deemed to be most relevant. Within each class charter -

- identified rights should be worded in language that is meaningful to the children.
- the actions agreed between all children and adults to ensure that the rights can be realised and enjoyed by everyone should be highlighted
- those who agreed to the charter then sign it
- what is agreed should be set out in a way that can be easily seen around the classroom and accessed by everyone

Charters are developed with the active participation of children from infants onwards in Wallacewell Primary School. They act as a reminder of the shared values and principles based on the UNCRC and are applicable to all.

What is the aim of the Charter?

The aim is to make the Convention a real and meaningful guide to action on a day-to-day basis. This means that both the initial process of creating the charter and its subsequent use should be inclusive and unite the children and young people and adults in the class. The charter develops a sense of ownership of the classroom and learning. Once developed it becomes a point of reference for the class and once signed by the teacher, assistants and pupils it signifies a shared enterprise and acts as the 'social glue' which binds everyone together. We would recommend that children also have a say in where and how it is displayed. These decisions will be influenced by the setting, area and age of those involved.

Celebrating Positive Relationships

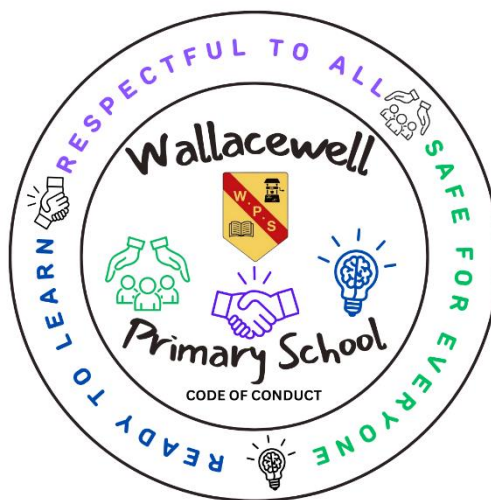
At Wallacewell, we are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We encourage our learners to be ambitious for themselves and for others. A wide range

of incentives and approaches are used to promote positive relationships and behaviour including:

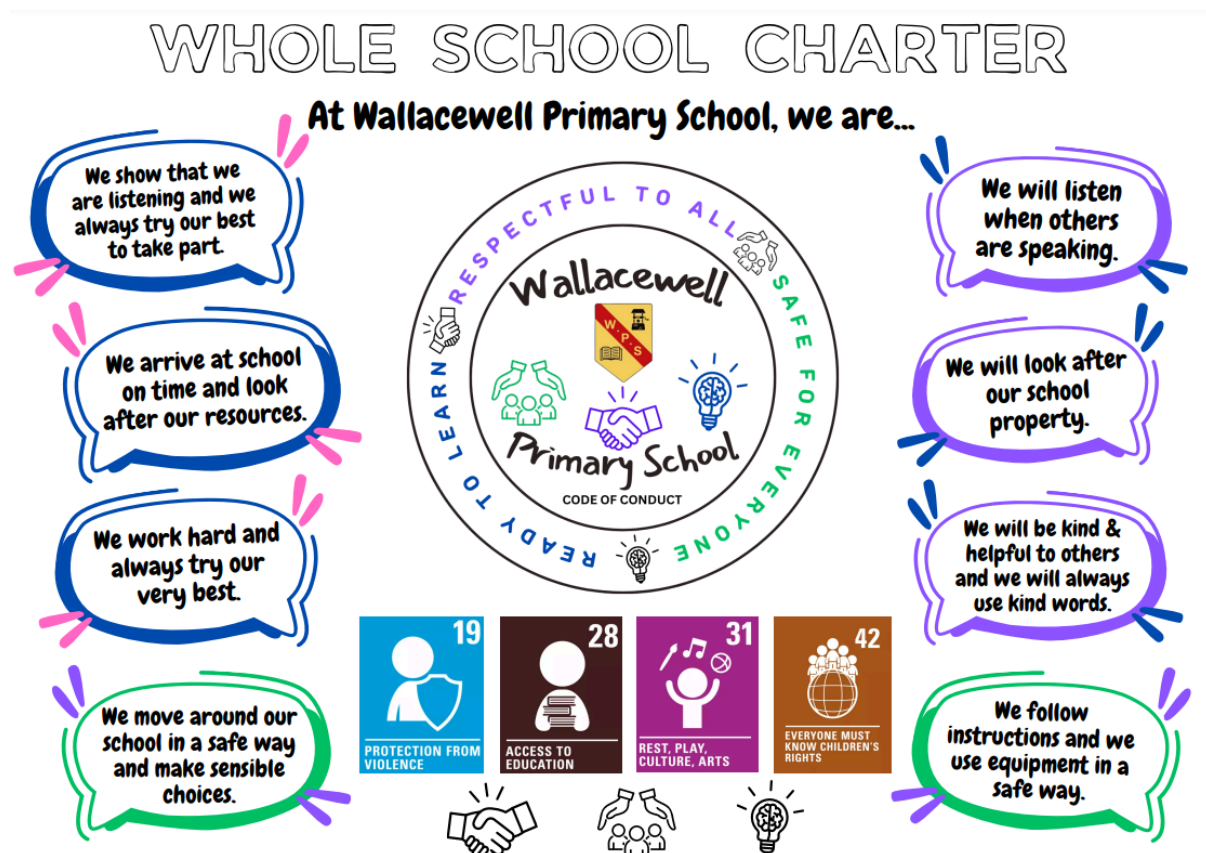
- Shared School Values
- School Code of Conduct – Ready, Respectful, Safe
- Class Charter/ Rewards
- House Points System
- SHANARRI Assemblies
- Restorative Approaches
- PATHS Health and Wellbeing Programme
- Pupil Participation and Leadership
- Staged Intervention & Targeted Supports
- Nurturing School Approaches
- Rights Respecting Schools

Our School Charter & Code of Conduct

All staff, children and parents recognise that we have the right to learn in an orderly community in which effective learning can take place. As part of our commitment to this right, we have simplified our Code of Conduct which links directly to our whole school charter. We have discussed the meaning of these words with our children, how they can use these words to help them in school and what their behaviour may look like.



Our Whole School Charter is used across the school and has been co-created and agreed by pupils and staff at all levels.



The simplified set of three words (ready, respectful, safe) allows the adults to manage any situation referencing these words. It allows the learners to reflect on their actions or the actions of others and talk about how they relate to the responsible actions expected from everyone in our school. It allows the adults to maintain consistency and consolidate our message. It also avoids creating onerous lists of do's and don'ts, instead allowing the children to reflect on appropriate behaviours and become evaluative of their own performance.

All SfLWs have received training to allow them to deal positively with playground incidents whilst utilising of Whole School Charter and Code of Conduct to encourage children to play together. In addition, P7 buddies play a crucial role in identifying infants who are left out of games or appear on the fringes of play, gently encouraging them to join in and play in a safe way.

Support staff encourage positive behaviour by using a variety of incentives for appropriate behaviour including:

- Praise
- House Points
- Support Staff Certificates

Effective Climate for Learning in every Classroom

At Wallacewell we use the CIRCLE Framework as a way of organising and supporting input using a staged system of support, beginning with setting up an inclusive classroom.

<https://education.gov.scot/resources/circle-resource-to-support-inclusive-learning-and-collaborative-working-primary-and-secondary/>

The creation of inclusive classrooms and learning spaces in line with the CIRCLE Framework supports staff to create positive learning environments

Checklists and planning tools from the CIRCLE Framework support discussion, and are used to document strategies used and record professional learning. We use the CIRCLE Inclusive Classroom Scale and the CIRCLE Participation Scale to support identification of changes required and to measure progress.

In order to ensure an effective climate for learning at Wallacewell practitioners—

- put the child or young person at the center - positive relationships are vital
- ensure consistent approaches to promoting positive behaviour are employed in line with school policy
- develop a shared understanding of pupils needs through effective partnership working across the school and with other agencies
- use common tools, language and processes, considering the child or young person as a whole
- ensure learning environments are child centred, well organised, designed to meets learners' sensory needs and encourage independence
- ensure pupils are given clear instructions and are made aware of what is expected of them through the sharing and co-creation *Learning Intentions* (LI's), *Success Criteria* (SC) and *Targets*
- ensure pupils are appropriately challenged and work is differentiated to meet individual needs
- ensure all behaviour is considered communication and opportunities are given for pupils to share their ideas thoughts and feelings
- promote equity by being culturally responsive teaching and adopting an approach to teaching that that recognises, values, and incorporates students' diverse backgrounds, experiences, and learning styles

Wallacewell Primary House System

Climbing Mountains Together at Wallacewell

Our House System aims to promote positive relationships and behaviour developing a sense of identity, belonging and teamwork and helps us helps us to promote a sense of belonging, a team spirit and also a competitive challenge. Pupil Captains are elected yearly to lead and encourage house members. House information will be displayed in the hall. All members of staff can award points to recognise and reward positive choices. House points and

achievements will be celebrated during weekly assemblies. At the end of each term, the winning house will receive a trophy and special treat.

At Wallacewell Primary the use of House Points promotes –

- Individual and collective responsibility
- Positive behaviour, thoughtfulness and respect
- Shared aims and goals
- Collaboration, teamwork and co-operation
- Positive attitude to school and others
- Effort and application
- Achievements and successes of all
- Participation in competitions and sport
- Growth in self esteem
- Integration

How does it work?

We have four houses and every child and member of staff is in a house. The four houses are named –

- Ben Nevis (Blue)
- Ben Lomond (Yellow)
- Ben More (Red)
- Ben Chonzie (Green)

Children will be allocated a house and will remain in the house for the duration of their time at Wallacewell Primary. Siblings will be allocated to one house.

Each house will be chaired by a Captain and Vice-Captain. Primary 6 and 7 pupils will be invited to apply for these positions at the beginning of each session. Pupils will be required to complete an application form and attend an interview with members of the SLT. Staff will also be consulted for references for pupils applying for these positions.

All members of staff can award house points. Pupils can earn points for their house in many ways. For example, by:

- Upholding our school values
- Playing fairly, caring for others and sharing in the playground
- Demonstrating good manners
- Being helpful and considerate
- Displaying a positive attitude to a specific task or school life in general
- Being responsible
- Participating and representing the school in competitions and sport
- Other achievements worthy of recognition such as competitions, community work and other wider achievements

The expectation is that children will be loyal to their House and try their best to earn points for their house by displaying positive behaviour and attitudes.

The points for each house are collated using *Class DoJo*. The captains and vice captains will collect points every Monday morning and the weekly winning house is announced at our weekly assemblies.

Rewarding Winning Houses

- Weekly – certificate awarded for winning house and extended play on a Friday
- Termly Award –Termly house treat for all members of the winning house (including parents/carers)

Consultation with Pupils - Every Year the House Captains and Vice Captains will be given the opportunity to review the rewards and propose new rewards in consultation with their house members.

Individual Rewards at Wallacewell

- Written praise
- Referral to SLT for praise
- Group/individual points
- Privileges & treats
- Star of the week certificates
- Wallacewell Go Getter certificates
- Notifications home

What if...?

Although the emphasis of our policy is on the promotion and celebrating of positive behaviours and attitudes, we recognise that it may be necessary to employ a variety of strategies to enforce our School Charter and Class Charters, manage challenging behaviours and to ensure a safe learning environment for all. Consistency and fairness here is vital.

All behaviour is a means of communication and positive behaviour can be learned. How we as adults choose to respond is very important in promoting and encouraging positive behaviour. When dealing with all forms of inappropriate behaviour, staff should employ the following strategies -

- Be calm- all children must be dealt with in a calm yet firm manner, referring to which behaviour is not acceptable and the action being taken.
- Make clear that it is the behaviour that is inappropriate and not the individual.
- The first step is to stop the behaviour, the second step is to recall the individual's rights and responsibilities and the third step is to apply a consequence for the inappropriate behaviour.
- Logical consequences should be applied- a logical consequence is a sanction that is proportionate to and fits the inappropriate behaviour.

Sanctions should be imposed when a child does not observe their class or school charter. Consequently, children throughout the school should understand the whole school charter and their class charter and be aware of the consequences of failing to respect their rights and the rights of others. A consistent approach to the imposing of sanctions should be adopted throughout the whole school. When a child fails to adhere to their class charter matter will be treated as follows -

- 1st reminder from Class Teacher
- 2nd reminder from Class Teacher
- Phone Call home to parent/carer by Class Teacher
- Escalate to SLT (*Departmental DHT's in the first instance*)

Suggestions for times the teacher may wish to utilise an immediate sanction:

- Time out in class - Time to reflect
- Reflective Task - Reflection activity linked to the class charter

Class Teachers are encouraged to refer to the In Class and Out of Class Support Pathways (*Appendix A*) when considering sanctions and next steps.

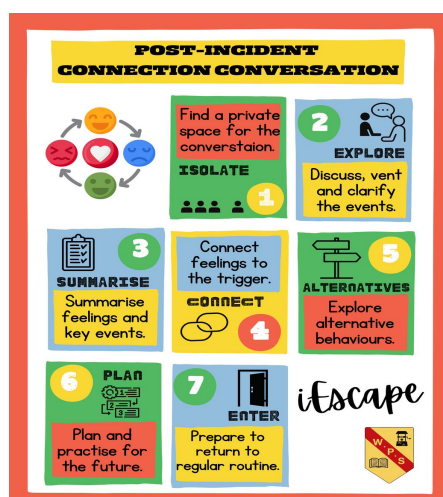
Lines should never be given as a punishment exercise. Additionally, children should not be removed from Friday Committees (*Pupil Leadership Groups*) or Fun 51 (*Skills Based Learning*) as a sanction for failure to adhere to the school's Code of Conduct and the whole school or class charter.

Just as in the classroom, we should always reward the positive and detract from negative behaviours. It is important that support staff feel that they have realistic sanctions available to them in order to achieve this. These sanctions should mirror those available to teaching staff such as time out to reflect in playground.

Support staff will communicate incidents directly with class teachers. All incidents of a serious nature including perceived bullying should be brought to the attention of the SLT immediately.

Post Incident Conversations

All staff work through restorative conversations and the iESCAPE model (*Appendix C*) to support children to reflect post incident and identify strategies and next steps.



Further visual aids (*Appendix B*) may be used to support post incident/restorative conversations.

Referral to SLT

If a teacher requires immediate assistance a red S.O.S. card should be sent to the office and a member of SLT will come to the class immediately. A member of the SLT will decide on the necessary supports and/or sanctions required. Withdrawal of a playtime or lunchtime will be decided by the SLT. No child should be detained at lunchtime or break time to finish off classwork or to complete homework without prior discussion with the SLT.

The early involvement of parents of children who are finding it difficult to observe charters is of extreme importance in the school's attempts to ensure the highest quality education for all children. SLT may contact families to inform parents of the incident(s) or invite families into school for further discussion. It is hoped that by sharing responsibility with parents, an effective and long-lasting solution can be achieved which will support everyone to get it right for the young people we work with.

Some children may require additional support to help them to understand and express their feelings and emotions. A variety of supports are available at school level in line with staged intervention.

Encouraging Positive Relationships within the Classroom

How Good Is Our Classroom

How Good Is Our Classroom self-evaluation time each week is used to encourage children to develop ways of improving behaviour and learning as well as to encourage respect and citizenship in all forms. These experiences should enable every child to feel that they are a valued and committed member of the group through having the opportunity to contribute and be listened to. It is intended to move the focus away from the negative investigation of incidents towards the positive exploration of issues.

Focused HWB lessons at class level should also be used to address specific incidents from the classroom or playground relating to the Class Charter e.g. anti-bullying, name-calling etc.

PATHS®

At Wallacewell Primary we use the PATHS® Programme to empower all children to develop the fundamental social and emotional learning skills which will enable them to make positive choices throughout life. This whole school approach helps to improve self-esteem, self-control, emotional intelligence, classroom behaviour, conflict resolution and academic engagement. PATHS® helps to reduce aggressive behaviour, emotional distress and conduct problems all of which can have a negative impact on building and maintaining positive relationships.

Additional Support

On occasion there may be children for whom the usual arrangements for promoting positive behaviour will not be enough and further support is required. Supports will be agreed with the Class Teacher with the support of the Pupil Support Co-ordinator (DHT's) who may decide to:

- Initiate a focused HWB lesson with a whole class or group of pupils to identify and discuss ways to support the child in improving his/her behaviour.
- Establish a Circle of Friends with the child and one or two 'supporters' to discuss ways to support the child in improving his/her behaviour.
- Contact the parent/guardian of the child to discuss on-going support for the child and the consequences of the child's behaviour if it continues.
- Support staff to engage in the Inclusive Classroom Scale (CICS)
- Work collaboratively with Class Teacher to implement targeted support such as an alternative curriculum or the use of visual supports such as daily timetables, now and next boards and communication boards.
- Suggest the use of a communication note book, behaviour support contract or reward chart for a specific period to monitor the child's behaviour on a daily basis and ensure that the parent/guardian is aware of difficulties.
- Refer for further supports at school level, such as the Wellbeing Room or Kit Bag, in line with staged intervention and school procedures/policy.
- Refer to the SIMM or JST for further support and intervention.

On occasions it may be necessary to exclude a child. This decision will be made by the Head Teacher. 'Where it is considered that in all circumstances to allow the child or young person to continue attendance at school would be seriously detrimental to order and discipline or the educational wellbeing of the pupils there' (National Guidance for Schools and Local Authorities in Managing School Exclusions, 2011), senior managers have the power to exclude as a last resort. As per council policy a well-being and assessment plan (WAP), parental involvement and Pastoral Notes chronology would be part of this process.

Care Experienced Children

The school will be notified by Social Work if a child becomes Care Experienced. Such children will have a wellbeing plan compiled for them by their class teacher and monitored by SLT who will be responsible for monitoring their progress across all areas, including behaviour. Close records of all incidents involving a Care Experienced child will be kept by SLT.

Partnership Working with Families

The implementation of this policy and approach will only be successful if we have the support of families. To that end, parents/carers will be informed of our Relationships Policy and are encouraged to support us in a variety of ways:

- Whole School Charter and Class Charters shared with families to develop a shared understanding of responsible actions and expectations
- PATHS information sessions for families
- Discussion of the Relationships Policy and approaches form part of the Pre School Induction Programme.

Meeting Learning Needs through Staged Intervention

Our school ensures that all children and young people, including those who come from vulnerable families and require significant input from partner agencies, will become successful learners, confident individuals, responsible citizens and effective contributors.

We believe that early intervention and a co-ordinated approach by Education, Social Services and Health Services is essential in enabling the most vulnerable children, young people and their families to have access to more choices and opportunities to achieve.

We ensure that children and young people receive support at levels required to meet their additional support needs by using Glasgow's Staged Intervention Model.

Stages 1 and 2:

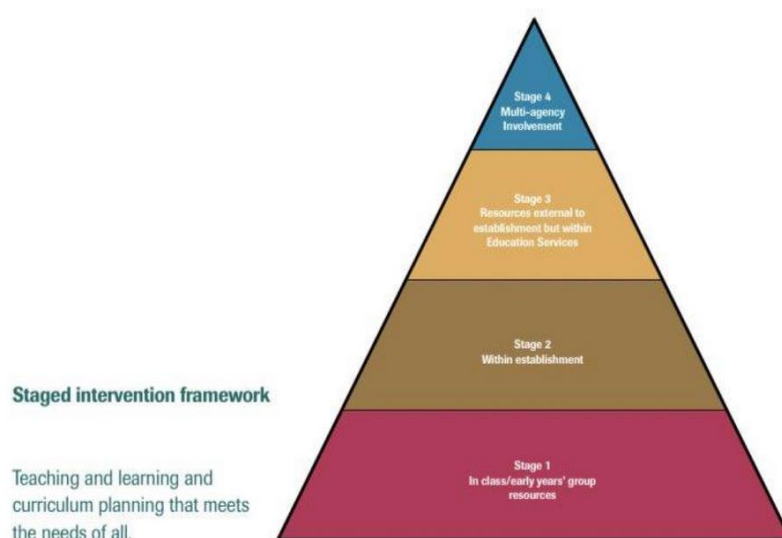
- Learning needs are met within establishment through effective planning and differentiation in personal, class and group plans. Within our school a range of approaches exists to promote positive behaviour based on improved relationships, engagement, motivation and emotional wellbeing. Supports include solution-oriented interventions & approaches, wellbeing and nurturing approaches and targeted wellbeing intervention such as Play Therapy, the Wellbeing Room, Kit Bag, Seasons for Growth and alternative curriculums.

Stage 3:

- A holistic approach to planning to meet needs through a Well-Being and Assessment Plan (WAP) is developed as Teachers, Learning Support Staff, Pupil Support Assistants, Child Development Officers, Visiting Teachers and other professionals liaise regularly in order to support the learning and development of children and young people.

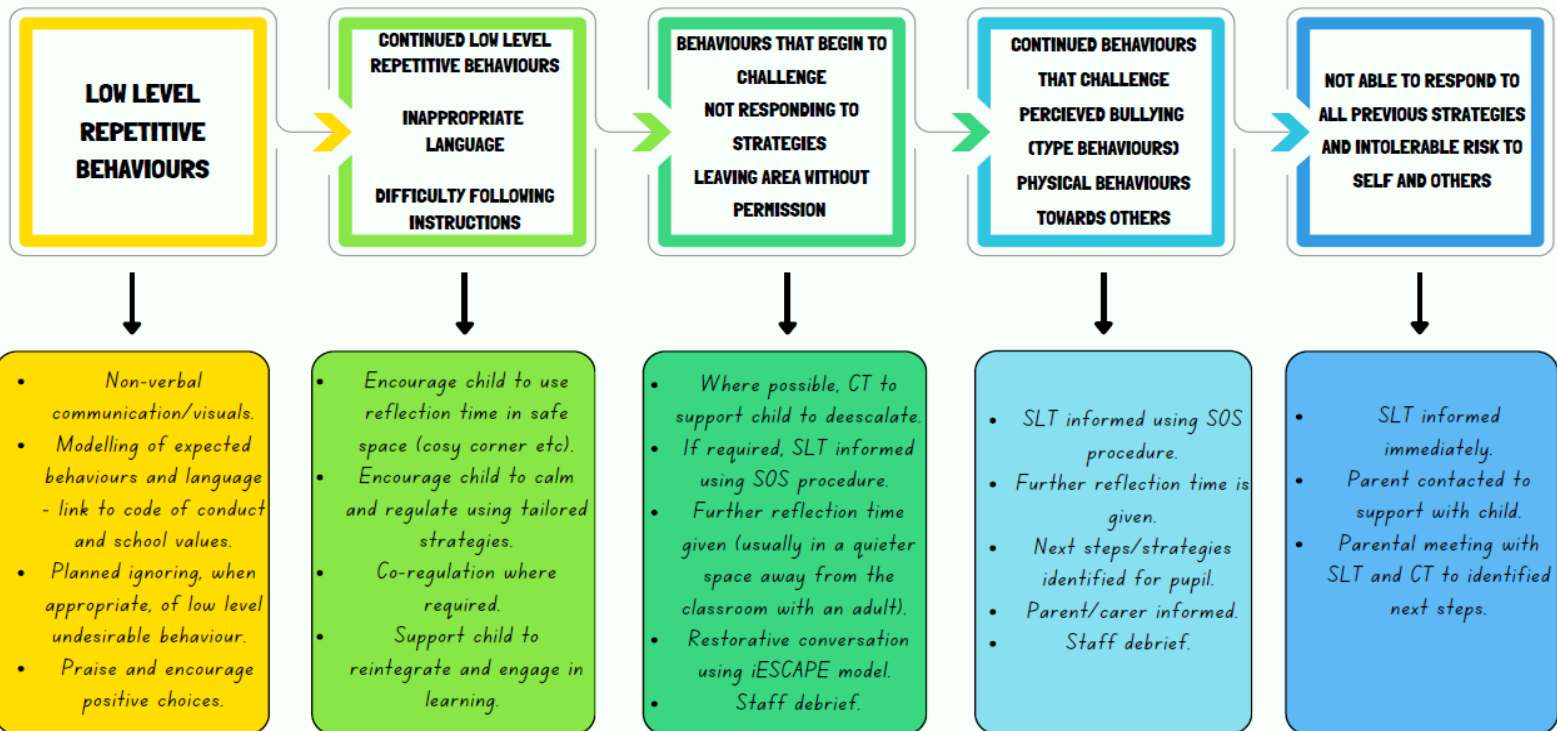
Stage 4:

- A multi-agency approach is taken to plan for children and young people who are vulnerable. This will take the form of a Well-Being and Assessment Plan (WAP) or Co-ordinated Support Plan (CSP).



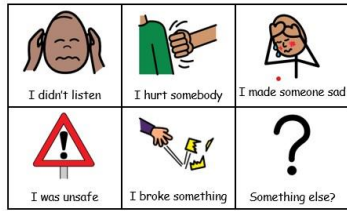
Appendix A

WALLACEWELL PRIMARY SUPPORT PATHWAY



Appendix B - Visual Aids to Support Restorative Conversations

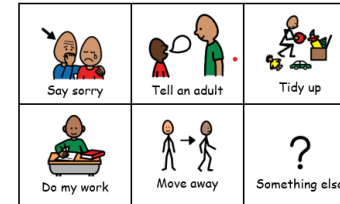
What happened?



Before, I was feeling...



I can make it better...



My choice hurt me...



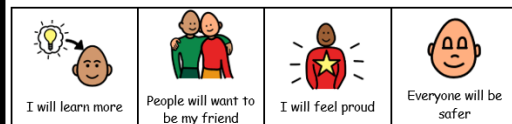
My choice hurt others...



Next time I will...

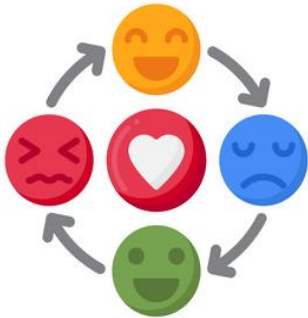


I want to make better choices because...



Appendix C – iEscape (Post-Incident Connection Conversation)

POST-INCIDENT CONNECTION CONVERSATION



Find a private
space for the
converstaion.

ISOLATE



1

2



EXPLORE

Discuss, vent
and clarify
the events.



3

SUMMARISE

Summarise
feelings and
key events.

Connect
feelings to
the trigger.

CONNECT



4



5

ALTERNATIVES

Explore
alternative
behaviours.

6

PLAN



Plan and
practise for
the future.

7



ENTER

Prepare to
return to
regular routine.

iescape

