

Baird Memorial Primary School



Positive Behaviour and Relationships Policy

Aims

- All pupils and staff can work in a safe school environment where they feel respected.
- Expectations are clear and consistent throughout the school for all pupils and staff.
- Recognitions, rewards, interventions, and consequences are established and understood by all pupils and staff.
- All pupils and staff understand, and use established shared language to communicate.
- Pupils are supported in recognising and managing their emotions and dealing with problems.
- All members of school staff, school partners and the wider school community are role models to the children.

Approach

- We build a holistic view of each child using information from home, school partners and previous teachers.
- School House System is in place to build a sense of school community.
- Class behaviour systems in place to recognise and reward individuals and groups.
- We model and praise positive behaviours, including good manners and following routines.
- We embed our School Values (Care, Ambition, Respect, Effort).
- We promote the 4 Capacities of Curriculum for Excellence (Successful Learner, Confident Individual, Responsible Citizen, Effective Contributor).
- We ensure the 8 SHANARRI Wellbeing Indicators are embedded in our approach. (Safe, Healthy, Active, Nurtured, Respected, Responsible, and Included).
- We offer Child Leadership Roles (Buddies, Playground Squad, Digital Leaders, Litter Crew).
- We value Pupil Voice (Baird Big Blether).
- We promote the importance of positive mental health (Emotion Works, Outdoor Learning).
- We utilise GIRFEC approaches and the Wellbeing App.
- Ensure any interventions or consequences are timely, proportional, and followed through.
- Ensure incidents are recorded and reported appropriately.
- Ensure situations are resolved and where appropriate relevant parties are made aware of the outcome or next steps.

Rationale

We are committed to providing a school environment where staff, pupils and school partners feel safe, welcomed and respected. We recognise that positive relationships form the basis of productive engagement. All staff aim to get to know the children as individuals, to ensure a personal approach that maximises learning and wellbeing. Positive behaviours are modelled and recognised, with staff members setting the standard by being polite and considerate, both to each other and to the children. We work hard to create an ethos where pupils can see the benefits of behaving in a way that has a positive impact on themselves and others. Ensuring positive behaviour and building positive relationships is the responsibility all.

We work together to establish shared expectations of rules and routines and ensure these are in place and adhered to. Children are aware of the rules and routines of their classroom and the wider school and should be informed of any changes when necessary. It is important that children and all staff are aware of the rules and routines for playtimes and lunchtimes, including wet weather intervals. Routines for movement around the school are particularly important and need regular monitoring and practice.

Staff understand the importance of calm and consistent staff behaviour. We recognise that when our responses are driven by emotions this is unlikely to elicit positive outcomes for pupils. We approach any conflict or negative behaviour in a consistent manner.

We encourage children to reflect upon their behaviour and will help them explore triggers, responses and regulation strategies. Staff always aim to de-escalate or intervene at the earliest opportunity through use of restorative language, positive body language and clear boundaries. When required, teachers will use the Staged Intervention structure to manage behaviour. All pupils are treated fairly, and staff work hard to ensure pupils views and opinions are heard.

We recognise that when a pupil's needs are not being met effectively, we are more likely to see that pupil display negative/distressed behaviours. We also recognise that some learners in our school may need a more individualised approach to help them build positive relationships with staff and peers and may require enhanced support with regulation of emotions and behaviours. It is recognised that children may require some quiet space away from the classroom at times to refocus and aim to successfully reintegrate making positive choices. We also aim to support transition times effectively for each child in daily practise and at key points in the year.

Rewards to Recognise and Encourage Positive Behaviour

- Positive verbal praise and feedback
- Positive written comments on pupils' work
- Stickers
- Certificates
- Stampers
- House points
- Class behaviour systems – individual and/or group
- Positive note home/phone call home
- Positive recognition at assembly
- Photographs on Twitter
- Golden Table
- Responsibilities – Buddies, House Captain, Vice-Captain, Digital Leaders
- Showcasing success e.g. visits to other classes, visit to member of SLT etc

Identified Transition Times Within the School Day

Time or Location	Strategies in Place
Lining up after the bell	<ul style="list-style-type: none"> • Class teachers bring their class in promptly after the bell. • Children to stand at designated point and to be in a line before being admitted.
Wet playtimes	<ul style="list-style-type: none"> • Support staff in all areas. • P7 monitors in all classes. • All children inside own classroom. • Wet playtime activities provided for all teachers by class teachers. • Movie/cartoon only on Promethean Boards. • No iPads out. • Remove any pupils who do not cope with wet playtimes in class.
Golden Time	<ul style="list-style-type: none"> • All children inside own classroom. • All children supervised by class teacher.
Dining hall	<ul style="list-style-type: none"> • SLT supervise each day in dinner hall. • Children to be encouraged to use good manners and clear away after their lunch. • Staggered lunch times.
Playground	<ul style="list-style-type: none"> • Support Staff supervising in playground. • Children to be polite and follow instructions given by Support Staff. • Playground Squad • Litter Crew
Travelling throughout the school	<ul style="list-style-type: none"> • Children should walk quietly. • All staff will use shared language for anyone not walking or being quiet.
Toilets	<ul style="list-style-type: none"> • Clear expectations set by staff – share acceptable and unacceptable behaviours. • Monitor number of children at the toilet at one time.
Cloakroom	<ul style="list-style-type: none"> • Clear expectations set by staff – all cloakrooms tidy and calm. • All staff to ensure orderly lining up and dismissal.

Staged Interventions for Dealing with Unacceptable Behaviour

Intervention	Actions	Staff Members
Step 1 Proximity Praise & Redirection	<ul style="list-style-type: none"> Praise surrounding positive behaviours. Non-verbal cues - including hand signals, facial gestures and pictorial prompts. Adjust seating position. Remove or neutralise any triggers. Utilise any strategies identified for individual child. 	Class Teacher Support Staff (breaktimes)
Step 2 Reminder	<ul style="list-style-type: none"> Reminder of expectation. What expectation is not being met? 	Class Teacher Support Staff (breaktimes)
Step 3 Cautions	<ul style="list-style-type: none"> Clear verbal warning – calm and assertive delivery. Reminder of expectation and choices. Second verbal warning. Final warning. 	Class Teacher Support Staff (breaktimes)
Step 4 Referral	<ul style="list-style-type: none"> Class Teacher should send completed Incident Referral Form to member of SLT / use class phone to request support from SLT when the above steps have been unsuccessful. Senior Leadership Response – completed Incident Referral Form will then be returned to Class Teacher to be filed in class folder. 	Class Teacher SLT member

We differentiate between low-level negative behaviour and more serious incidents.
Zero Tolerance behaviours should be reported to a member of the SLT immediately.

Persistent Negative Behaviours	<ul style="list-style-type: none"> Class Teacher to record the behaviour and action taken on an Incident Referral Form (Appendix 1) and file in class folder. Class Teacher to gauge severity of incident and/or repeated incidents and contact Parent/Carer – Contact Log to be completed and filed in Contact Log Folder located in the office. SLT to review class folders once per week. Any playground incident should be reported by Support Staff to the Class Teacher Potential consequences/actions are list on the Incident Referral Form. 	Class Teacher Support Staff (breaktimes) SLT member (monitor)
Zero Tolerance Behaviours	<p style="color: red;">Hurting others, Spitting, Swearing, Running out of school, Bullying, Racism, Sexual Comments, Stealing, Self-Harm, Vandalism</p> <ul style="list-style-type: none"> Report immediately to a member of SLT with an accompanying Incident Referral Form (Appendix 1). Senior Leadership Response – completed Incident Referral Form (Appendix 1) will then be returned to Class Teacher to be filed in class folder. Potential consequences/actions are list on the Incident Referral Form. 	SLT member

APPENDIX 1



Baird Memorial Primary School Incident Form

Pupil: _____ Date: _____ Time: _____
 Class: _____ Member of Staff: _____
 Playground: Yes/No Does this pupil have GIRFEC input? Yes/No

Displayed Behaviour(s)

Immediate Referral to SLT	Class Teacher – work through below actions	
Hurting another pupil (hitting, punching, kicking, slapping, biting)	Persistently not working	
Hurting staff member (hitting, punching, kicking, slapping, biting)	Persistently shouting out/being disruptive	
Spitting at another pupil	Persistently distracting others	
Spitting at staff member	Refusing to follow instructions	
Swearing	Answering back / insolence	
Running out of school	Persistently out of seat	
Bullying	Antagonising other pupil(s)	
Racism	Arguing with other pupil(s)	
Sexual Comments	Running out of class	
Stealing	Unsafe/dangerous behaviour	
Self-Harm	Misuse of resources	
Vandalism	Misbehaviour at the toilet	

Did anything trigger this behaviour? _____

Action(s) Taken by Teacher

Positive Praise of peer behaviours	Emotion Works Chart	
Non-verbal cues – hand signals, facial gestures, pictorial prompts	Brain Break /Movement Break	
Adjusting seating position	Loss of golden time	
Remove or neutralise any triggers	Loss of playtime/lunchtime	
Reminder of expectation(s)	Loss of other privilege	
1 st Verbal Warning	Restorative Conversation between pupils	
2 nd Verbal Warning	Letter of Apology	
Final Warning	Letter home to parent/guardian	
Time out to calm down/reset – 5 mins max	Phone call to parent/guardian	
Conversation with child to re-enter class	Referral to SLT	

Senior Management Response

Interview with child	CIRCLE resource	
Interview with teacher	Restorative Conversation	
Loss of playtime/lunchtime	Phone call to parent/guardian	
Loss of Golden Time	Letter to parent/guardian	
Removal of other privilege(s)	Meeting with parent/guardian	
Emotion Works Chart	Referral to outside agency	

SLT Signature: _____ Date _____