

Dykehead Primary School

'Determined Pupils Succeed'

Positive Relationships Policy



Rationale

Positive relationships and behaviour in the school setting are a responsibility of all staff, and are crucial for pupil wellbeing and learning, and the realisation of the promise of Getting it Right for Every Child (GIRFEC). The emphasis is on relationships rather than specifics of behaviour management, linked to a range of key drivers from the Scottish Government such as:

- Education (Scotland) Act 1980,
- Included, Engaged and Involved Part 2 (2012),
- The Education (Additional Support for Learning) (Scotland) Act 2004, 2009,
- Behaviour Relationships, Better Learning, Better Behaviour (2013),
- Equality Act 2010,
- Children and Young People Scotland Act 2014,
- United Nations Convention on the Rights of the Child (UNCRC)

A review of research by the Education Endowment Foundation (EEF, 2019), in the area of pupil behaviour, suggests that a whole school behaviour system is unlikely to meet the needs of all students. Such one-size fits all approaches tend to set some children up for failure, as they take no account of a child's individual needs and influences. They can also result in a naming and shaming of children whose name repeatedly ends up negatively displayed on typical behaviour charts on the classroom wall. This can impact on a child's self-esteem, and is not in line with the principles of a nurturing school. For more information on the principles of nurture, please see our Pupil Wellbeing Policy. This policy will share how at Dykehead Primary School we support positive relationships and behaviour through;

- Active Pupil Voice & Engagement
- Celebrating Success & Achievement

- Nurturing School Principles

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Local and National Policies

North Lanarkshire recognises the value of positive relationships and the impact this has on a child or young person’s behaviour. Furthermore, that effective learning and teaching is central to the process and dependent on positive relationships. Positive relationships are evident where children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included. The statements made in relation to promoting positive relationships are set in the context of the Council’s *Raising Achievement for All, Phase 3* and supports the delivery of the *Curriculum for Excellence* (Scottish Government, 2010).

There are already a wide range of strategies used in establishments to promote positive relationships and behaviour. At Dykehead Primary we promote a climate of mutual trust and respect. Our Positive Relationships Policy should be read alongside our Anti-Bullying Strategy, Child Protection Policy, and Equalities & Inclusion Statement. We are a Rights Respecting School and as such we have created a school charter which reflects our shared values and expectations.

Active Pupil Voice and Engagement

Our Vision and Values

Our approach to managing relationships and behaviour is underpinned by our school vision and values. Our shared vision is to create a family of learning where everyone is challenged, motivated, and inspired to achieve their highest potential. In order to further this vision, we worked collaboratively with our staff, children and families and identified the following school values; honesty, respect, ambition, independence, responsibility and confidence. Our school values are displayed around our school, and within each of our classrooms, where they can be referred to as part of class and pupil discussions.



Dykehead Primary School House System

To enable us to foster this shared vision and include all members of the school we use a House system. All children in the school voted on the theme for the House names and they chose mining communities in the Shotts area - Muldron, Northfield, Calderhead and Kingshill. Each House group is led by an elected House Captain (P7) and Vice-Captain (P6). They will each receive a House badge. The children meet regularly in their House group to share information and work together on matters concerning the school. These House meetings are led by familiar staff members and the House Captain and Vice-Captain.



House Points

The children receive points from the staff in the school for showing positive Behaviour, Effort, Attitude or Manners. Each class will have a chart to record house points. Prior to the weekly assembly the house Captains/Vice-Captains will count the points for each house and this will be updated on the house display boards outside of the gym hall.

The Big Idea!

The children meet regularly to discuss issues and give their opinions during planned House meetings. The children are asked to discuss the 'Big Idea' and record their responses in their group folder.



School Groups & Committees

Children throughout the school are involved in various focus groups and committees. Active engagement with the school empowers children to feel ownership of their learning journey and fosters responsible attitude and behaviour. Our ambition is that every child in the school will have an opportunity to contribute in this way.

The School Evaluation Group assist with the monitoring and evaluation of the School Improvement Plan, including helping to put the plan into a pupil-friendly format, and gathering of evidence to support our progress.

The SHANARRI Squad has a representative from each class, whose responsibility it is to focus on an aspect of wellbeing. There are representatives for Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included. The SHANARRI Squad feature at our weekly assemblies with a wellbeing focus.



The Participatory Budgeting Group consult on plans for spending through the school fund.

The Tech Team and the Digital Steering Group consult and plan on embedding digital technologies into curriculum and pedagogy across the school.

The Pupil Newsletter group coordinate and produce our pupil newsletter.

Other committees and groups include the Community Group, Playground Squad, Fairtrade Committee, Junior Road Safety Officers, Sustainability Group, Gardening Group, Fundraising Committee, and Developing the Young Workforce steering group.

Celebrating Success & Achievement

We celebrate pupil achievements across all four contexts for learning, including curricular areas, interdisciplinary learning, personal achievements, and the ethos and life of the school and community.

Dykehead Diamonds

We have weekly assemblies where we celebrate success by awarding a member of each class in the school with a 'Dykehead Diamond' certificate for being a role model of one of our school values. The child's photograph is displayed on our Dykehead Diamond hall of fame wall.



Best Class in Assembly

During each assembly a class is selected by a staff member, for showing good manners throughout the assembly. This class is permitted to sit on benches at the back of the hall in the following week's assembly, and also receive an extra session in the playing field.

Classroom Incentive Schemes

Class teachers often utilise their own classroom incentive schemes to recognise and encourage positive behaviour. It should be noted here that initiatives that involve children waiting until a Friday for a block of 'golden time' rarely work for the children in need of support, due to the delay in the incentive, and this is therefore not the most productive use of time. Furthermore, in line with healthy schools guidelines, it is important that sweets or other food treats are **not** used to incentivise pupils.

Nurturing School Principles

Dykehead Primary is a nurturing school, and when considering pupil behaviour, staff always consider principles of nurture.

- *Children's learning is understood developmentally.*
- *The classroom offers a safe base.*
- *Nurture is important for the development of self-esteem.*
- *Language is understood as a vital means of communication.*
- *All behaviour is communication.*
- *Transitions are significant in the lives of children.*

Often, challenging experiences at home or in the community may negatively affect a pupil's ability to learn or cope with the school environment. In serious cases, stressful events may form adverse childhood experiences (ACEs). Research suggests a strong link between ACEs and negative behaviour or health outcomes.

Supported by our Pupil Equity Fund, the school is fortunate to have a Nurture Room facility and a part-time Nurture Teacher. This provides valuable support for pupils experiencing difficulties in their behaviour which may stem from underlying issues with their wellbeing, or social, emotional and developmental capacity. Where pupil behaviour is linked to their wellbeing, they will be supported through a staged intervention approach. For more information, please see our Pupil Wellbeing Policy.

A referral to the Nurture Room may form part of support offered for a pupil following a GIRFme meeting with the school management team. A range of interventions are available including support for self-esteem, bereavement, resilience, friendships and relaxation.

Disregulated Behaviour

Most incidents of undesirable behaviour are a result of a child becoming dysregulated and struggling to recognise and manage negative emotions. This may require direct intervention from the supervising member of staff or in more serious cases a member of the school leadership team. This may include;

- Verbal aggression heard by any adult in the school (inappropriate language reported by another pupil should be dealt with at the teacher's discretion)
- An act of physical aggression towards another member of the school community
- An act of vandalism towards school property, whether or not there is any damage as a result, such as kicking doors or furniture, or willfully breaking items such as pencils or rulers

In the event that a pupil needs support from the leadership team, a 'Request for Pastoral Support' form should be sent to the office (Appendix 1) either with the child or with another child if appropriate. These can be obtained from the office and held in the class teacher's daybook. Staff radios are only be used for emergencies, or a situation where a member of the leadership team is required to attend immediately, and children are not named over the radio.

Any incident/allegation of bullying, particularly when based on any one of the following protected characteristics; age, disability, race, religion, gender identity, and actual or perceived sexual orientation (e.g. use of homophobic language) is always be referred to the school leadership team as there are additional procedures to be undertaken (please see Anti-Bullying Policy for details).

Pastoral Care

All staff in the school provide a high level of pastoral care for our pupils. If a staff member has a care and welfare concern, this can be shared with the school management team. The staff member can also record observations on SEEMIS pastoral notes.

Actions & Consequences

It is important that children learn and understand that their actions have consequences and an impact on others. At Dykehead Primary School we support children in understanding this through restorative, solution focused approaches. For the vast majority of children, this sense of consequence, and support at a universal level, will be sufficient to inform better choices in the future. Such restorative actions which might be agreed with children may include:

- an apology to those impacted by their actions
- some time to reflect on their actions
- temporary removal of a privilege or restriction of usual freedoms in school
- a phone call home to a parent

Where a referral for pastoral support form has been used to refer a child to the school management team, the action will be noted on the form and returned for the class teacher's information. The action will also be recorded on SEEMiS pastoral notes. This is essential in the event that it becomes necessary to identify patterns of behaviour and discuss these at a later date.

A child should not ordinarily be denied their morning or lunch break as a consequence, or to complete unfinished work. The only reason a child would not be in the playground would be if they were not coping in the playground environment, or if their behaviour was a risk to themselves or others. As such they required alternative supported break time arrangements.

For children for whom universal approaches are not effective, it is likely that they would require further wellbeing assessment, and possibly progress to being supported via the GIRFEC pathway. Please see the Pupil Wellbeing Policy for further information.

Duty of Care

As an education authority, the council has a duty of care in respect of the health, safety, wellbeing and welfare of the children and young people in its care. The Council's position is that it is only acceptable to physically intervene with a child or young person where the member of staff reasonably believes that if he/she does not intervene physically the child or young person's actions are likely to cause physical damage or harm to themselves or another person.

Any intervention will use the minimum possible force for the shortest possible time. Members of staff will avoid physically intervening with pupils unless that intervention is reasonable, appropriate and necessary in the circumstances. The use of physical intervention will be a last resort for staff, and should usually be undertaken by a member of the leadership team or a trained ASNA.

Where a pupil's behaviour presents a risk to themselves or others, the Head Teacher has a responsibility to assess the risk associated with challenging behaviour. Risk assessment will be shared with parents/carers as part of planning support for the child.

School Exclusion

School exclusion is a measure of last resort, where the incident has to meet specific criteria laid out by North Lanarkshire policy. The Head Teacher would make this decision, in collaboration with the Education & Families Manager for the school, and the child's family. The interests of the pupil community must be kept in mind, but also the wellbeing of the pupil in question. Evidence suggests that in many cases school exclusion can serve only to further isolate an already vulnerable child, and not actually effect change on the child's behaviours. At Dykehead Primary School we are proud to maintain an extremely low rate of exclusion, which we believe is due to the extremely strong universal support in place in our school, our relationships with our parents and community, and the well embedded principles of nurture at all levels of the school.

Appendix 1.

Request for Pastoral Support



HGIOS 2.1 Safeguarding & Child Protection

Pupil
Name

Date

Staff Member Name

Reason for pupil attending office

Actions

Pastoral Notes Updated Y/N

Parent Notified Y/N

Member of SLT