



MOSSEND PRIMARY
SCHOOL &
NURSERY CLASS



WHERE STARS SHINE
BRIGHTER



Promoting Positive Behaviour and Relationships Policy 2021 - 2022

We the pupils of Mossend PS & NC promise to be



Mossend Primary School and Nursery Class
'Where Stars Shine Brighter'

Introduction

Positive relationships and behaviour in the school setting are crucial for the successful delivery of Curriculum for Excellence, and the implementation 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.

North Lanarkshire Positive Relationships and Behaviour Guidelines

North Lanarkshire recognises the value of positive relationships and the impact this has on a child or young person's behaviour.

Positive relationships are evident where children and young people feel safe, healthy, achieving, nurtured, active, respected, responsible and included.

There are a wide range of strategies used in establishments to promote positive relationships and behaviour. At Mossend Primary School we promote positive relationships and behaviour through our values (Honest, Creative, Aspirational, Respectful, Welcoming and Caring).

Mossend Primary School – Approaches to Promote Positive Relationships and Behaviour

Restorative Approach:

Restorative Approaches build on the notion of positive regard for all. This moves our thinking away from only our actions/achievements having value and helps us differentiate between the person and their behaviour. Restorative approaches are fundamentally grounded in relationships and in repairing, restoring and consolidating relationships when they have been harmed. They are about:

- developing, maintaining and repairing positive relationships
- helping people learn and develop the skills to make good choices now and throughout their lives
- Enabling us to acknowledge when we have harmed someone and think about what to do to put it right
- Encouraging us to consider our feelings and those of others (emotional wellbeing)
- Encouraging us all to consider our behaviour and the effect it has on others

Nurturing Approach:

Nurturing approaches are based on psychological theory, including child development and attachment theory. The approach aims to provide children and young people with attachment figures from whom they develop safe and secure relationships. With this attachment securely in place, the child or young person can fully develop their social and emotional skills, which in turn impact on their academic attainment and mental wellbeing. Boxall (2002) suggests that when a child feels safe, these attachment behaviours are accompanied by explorative behaviours. Furthermore, once children successfully develop secure social and

emotional skills, they can go on to develop effective cognitive functioning and successfully engage in learning.

Rights Based Approach

Getting It Right for Every Child translates the UNCRC approach to special care and assistance by embedding UNCRC Articles within the GIRFEC values and principles. Most importantly, GIRFEC requires every practitioner to apply a UNCRC approach in day-to-day practice by putting children at the centre.

As practitioners we ensure we:

- consider each child as an individual with their own needs, risks and rights
- engage and involve the child as far as practical in discussions and decisions which affect his or her future
- seek out and consider the voice of the child
- plan and review activity to improve outcomes, based on wellbeing.

The Role of the Senior Management Team

Overall responsibility for maintaining positive discipline throughout the school lies with the Head Teacher and Senior Management Team. This includes:

- Promoting and upholding the Promoting Positive Behaviour and Relationships Policy;
- Establishing a culture of positive reward and monitoring the consistent application of this policy;
- Celebrating consistently positive behaviour amongst all pupils and instilling a sense of pride in those pupils achieving this behaviour;
- Supporting staff at all levels in managing challenging behaviour through the communication of clear policy and procedures, monitoring incidences of behaviour and supporting staff, pupils and families in resolving consistently negative behaviour;
- Embedding the principles of Solihull across all aspects of school life;
- Work in partnership with families and other agencies
- Managing the induction of new staff to ensure they understand this policy and receive the appropriate support to ensure that it is fully implemented.

The Role of the Class Teacher

Relationships and communication between all adults and children should show respect, cooperation, tolerance, encouragement and praise. They should reflect the underlying principles of nurture and restorative practice. Each teacher has responsibility for the maintenance of discipline within their own class. They will:

- Work to promote and uphold the Promoting Positive Behaviour and Relationships Policy;
- Have high expectations of all children;
- Follow restorative approaches to ensure a consistent and fair approach
- Consider the principles of Solihull;
- Provide a rich, stimulating, varied and challenging curriculum which fosters high levels of pupil engagement, opportunities for speaking and listening and practical demonstrations of learning;
- Ensure that there is a high level of collaboration and reflection in classroom practice which fosters the development of young people who are mutually supportive, empathetic, encouraging, challenging and tolerant;

- Encourage, praise and listen to children;
- Have own class based reward system in place to target individuals and groups
- To update pastoral notes

The Role of Support Staff

- Promote and uphold the Promoting Positive Behaviour and Relationships Policy;
- Have high expectations of all children;
- Encourage, praise and listen to children;
- Follow restorative procedures to ensure a consistent and fair approach;
- Consider the principles of Solihull;
- Evaluate the factors which can contribute to negative behaviours and seek to provide high levels of engagement, opportunities for speaking and listening and practical demonstration of learning;
- Seek the advice of the Class Teacher should the situation not be resolved.
- Contribute to Pastoral Notes where required;

The Role of Parent/Carer

- To promote and uphold the Promoting Positive Behaviour and Relationships Policy;
- To respect the disciplinary authority and professionalism of staff;
- To ensure school staff are aware of any additional needs or personal circumstances which may result in their child displaying behaviours which are not typical of them;
- To attend meetings with the Head Teacher or other staff to discuss their child's behaviour;
- To work with the school to support their child's positive behaviour.

Challenging Behaviours

There are certain serious behaviours that may require direct intervention from the supervising member of staff or the senior management team.

- Swearing or inappropriate language heard by any adult in the school (inappropriate language reported by another pupil should be dealt with at the teacher's discretion)
- Any act of physical or verbal 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 wilfully breaking items
- an 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) UNCRC Article 19. Children should be protected from violence, abuse or neglect.

Mossend Primary School – Approaches in Action

Class Charter

A charter is a visual document that establishes an agreed set of rights-based principles upon which relationships can be based and which provide a language for shared values. Creating charters can support a positive learning environment for children and young people the classroom.

Creating a charter helps to make the United Nations Convention on the Rights of the Child (CRC) more prominent and relevant. It should be seen as a framework for both adults and children and young people on how to respect each other's rights. A charter not only provides an opportunity to learn about specific articles from the CRC, but helps to establish and build shared values and relationships for creating a rights respecting ethos. The process of developing a charter models a rights respecting way of working in school.

Each class begins a new session by creating a Class Charter, which is based on the UNCRC. The Class Charter is at the heart of creating responsible citizens and should be referred to frequently.



Wellbeing Bases - A Nurturing Approach

One of the core principles of Nurture is that all behaviour should be understood as a form of communication. All teaching and support staff have completed training on All Behaviour is Communication, provided by our Educational Psychologist.

Supported by our Pupil Equity Fund, the Mossend Primary School is fortunate to have 2 Wellbeing Bases which are run full-time by 2 teachers. These bases provide valuable support for pupils experiencing difficulties in their behaviour which may stem from underlying issues with their wellbeing, or social and emotional needs. A range of interventions are available including support for self-esteem, bereavement, resilience, friendships and relaxation.

Mossend Primary School House System

The House System was set up in August 2021. All children, staff and parents/carers were consulted on the House names which represent 4 of the local areas in Bellshill.

Each House group is led by an elected House Captain (P7) and Vice-Captain (P6). They will each receive a House Captain/Vice-Captain badge. All children in the school will receive a coloured badge to represent their house:

Calder

Clydesdale

Milnwood

Orbiston

The children receive points from the staff in the school for demonstrating one of the school values. Each staff member has a QR code to record house points. Every Thursday, the house Captains/Vice-Captains count the points for each house and this will be updated on the display boards in the gym hall and announced on a Friday via the Tannoy system.

Celebrating Success

On a weekly basis we use assembly to share the success of our pupils with the rest of the school. We have weekly assemblies for P1-4 (Wednesday) and P5-7 (Thursday). A child from each class is selected by their class teacher for a Head Teacher Award for demonstrating one of the school values. They receive a Head Teacher certificate and their achievement is shared on the school's private Twitter account.

Birthdays

Every week, we celebrate birthdays during assembly. Each child who has had a birthday gets a treat from the Birthday Box. The current month's birthdays are a feature in our monthly school newsletter.



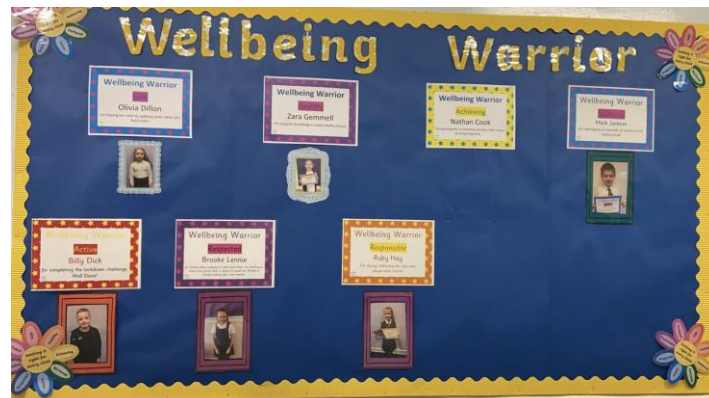
Best Class in Assembly



During each assembly a class is selected by a staff member, for showing good manners throughout the assembly. This class receives a certificate and is permitted to use the Trim Trail and Football Pitch on a Friday. The class with the most certificates at the end of term receives an additional reward.

Wellbeing Warrior

All assemblies have a focus around a wellbeing indicator. Every month children take part in challenges and share their learning for the identified indicator at assembly. On the final assembly of the month a child from each class is selected by their peers for demonstrating a behaviour linked to the focus Wellbeing Indicator. The children are presented with a certificate at assembly and 1 child from the school is selected by SMT to become the Wellbeing Warrior. They receive a certificate, a prize and have their photo displayed on the Wellbeing Warrior Wall in the corridor.



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 should 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. 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 can be applied to any individual child or young person, and the outcome will be shared with parents/carers as part of planning support for the child.

UNCRC Article 28. Discipline in schools must respect children's dignity and their rights.