

### **The Safe Space**

The Safe Space is an area of the school which can be used in a number of ways:

- ◆ A 'time out' facility where pupils can choose to go, staff can suggest they go there or take them there when they are very upset.
- ◆ Focussed learning or play area
- ◆ Post seizure recovery or pupil who need a rest

**Pupils should always be supervised in the safe space by an adult as per the Safe Space Protocol.**

### **Response**

When difficult/challenging behaviour occurs, staff utilise personalised strategies to support children and young people. Staff have undertaken training to enable them to de-escalate situations which may include using physical intervention techniques to ensure the safety of the individual and others.

### **Support for staff**

Training is available for staff in the following ways

- ◆ Perth and Kinross Handling Violence and Aggression. This is school based and can be delivered by Senior Managers or other trained personnel
- ◆ CALM – (Crisis Aggression Limitation Management) Theory
- ◆ CALM – Physical Intervention
- ◆ Regular monthly updates for staff who undertake physical intervention training
- ◆ Annual re-accreditation for staff who undertake physical intervention training
- ◆ Debriefing sessions post any physical intervention incident
- ◆ In-house CPD which enables staff to become aware/making us of strategies and approaches to handle a range of different additional support needs

### **Overview**

The Senior Management Team will maintain an overview of the guidance and practice in the school as part of the quality assurances processes.



# Information for Parents and Carers Positive Behaviour Education

## Introduction

This policy should be reading conjunction with the following documents: -

- ◆ The school's Vision, Values and Aims
- ◆ Fairview School - Anti Bullying Guidelines
- ◆ Fairview School - Child Protection Guidelines
- ◆ Curriculum for Excellence – Health and Wellbeing
- ◆ Exclusion Guidelines (P&K)
- ◆ Holding Safely
- ◆ Happy, Safe and Achieving their Potential - GIRFEC
- ◆ Physical Intervention Policy (P&K)

In line with the aims and ethos of the school, the intention of all staff would be to recognise, validate and celebrate achievement and good behaviour.

At the heart of the guidelines and practice in the school is the promotion of positive behaviour and self-regulation of behaviour in conjunction with raising self esteem and confidence. Children and young people are actively encouraged to be aware of their own strengths and to participate in and take responsibility for their own behaviour. Staff are there to support and challenge them in this process.

Where appropriate children and young people

- Learn about their rights and responsibilities
- Participate in restorative conversations to resolve situations
- Are actively involved in self-evaluation and peer evaluations of behaviours

## Ethos

The ethos of the school has as its premise

- Shared respect tolerance and understanding
- Awareness of everyone's strengths
- Open communication
- Courtesy and respect for one another
- A positive praise culture
- Non-discriminatory practice
- Working in collaboration with parents/carers and other professional colleagues

The school community aims to make everyone feel valued and respected. The overarching principle is to recognise the achievements and efforts of children and young people and enable them to become

- ◆ Successful Learners
- ◆ Confident Individuals
- ◆ Effective Contributors
- ◆ Responsible citizens

## Positive Behaviour Education

Key principles in this aspect of the school's work are to

- ◆ Recognise that communication is central to the health and wellbeing of individuals
- ◆ Regard all behaviours as a communication.

These are supported by confident staff who

- ◆ Know children and young people very well
- ◆ Understand their additional support needs, learning styles and preferences
- ◆ Can communicate using augmentative communication approaches – intensive interaction, visual support such as - objects of reference, photographs, signing, symbols - and speaking
- ◆ Enable children and young people to be involved in recognising their achievements.
- ◆ Create appropriate learning tasks and activities to support and challenge learners
- ◆ Undertake class team based assessment with children and young people. This may include recording behaviour occurrences and patterns

Use systems which are appropriate to the age/stage and needs of the pupils involved including positive behaviour charts, stickers, smiling faces, tokens, points which are cumulative.

This holistic approach enables staff to develop personalised support strategies which are discussed and agreed with parents/carers. They are shared with relevant partner professionals and colleagues.

## Positive feedback

Praise is a continued on-going process and is recognised as one of the most effective tools in behaviour management. As part of the weekly "Get Together" individual and class achievement is recognised and celebrated. Class and corridor displays give children, young people and staff an opportunity to celebrate the achievements and participation in curricular work and in events in and out of school. An achievement award is recognition of very good individual/group achievement. An award is given when, in the opinion of the member of staff, the achievement is worthy of note.

These are further celebrated through certificates at prize giving in the summer term.

Each child/young person belongs to a House team. They can earn a house point for their team by gaining a positive achievement award for good work and citizenship. At the