

Glencoats Primary School

Positive Relationships, Positive Behaviour Policy

September 2021



Rationale

At Glencoats Primary School we aim to create a positive learning environment where all pupils, staff, parents, and partners are treated with equality, fairness and respect. Every child has the right to be included and supported equitably regardless of social background, race, religion, gender, disability and sexual orientation. Our rationale reflects our school values of

- Supporting our children, families, and each other.
- Teamwork and shared leadership.
- Attainment and achievement.
- Respect, Responsibility and Relationships.
- Success for every child.

We recognise the strong link between effective learning and teaching and positive behaviour and we always strive to meet the learning needs of children. Our teachers engage in regular high-quality CPL and Professional Enquiry to develop their own knowledge and skills resulting in a very good standard of learning and teaching across the school. Teachers work hard to motivate and engage learners and ensure that they assess and track progress regularly through our Attainment and GIRFEC (Getting it Right for Every Child) meetings.

At Glencoats Primary School, children are supported to manage their emotions and behaviour within a culture of mutual respect and nurturing relationships. It is recognised that behaviour is a means of communication and we work hard to encourage our young people to develop self-awareness, emotional literacy, social skills and self-regulation so that they are able to engage in restorative discussions about their behaviour and take the steps to make changes and mend relationships with support. These skills are given priority within our progressive Health & Wellbeing and PAtHs Programme. We also acknowledge, in line with Additional Support for Learning legislation, that social and emotional needs are a recognised additional support need and have created a positive ethos where all members of our school community are valued and cared for and where children are encouraged to take responsibility for their own behaviour and make positive choices with the appropriate support and guidance to meet their individual needs.



Where longer term interventions are required to support the social and emotional well-being of our children, a Pupil Support Plan will be created in partnership with parents/carers to identify supports/strategies and monitor the impact of these. Where there is a need to work with partner agencies to support the well-being needs of our children, Team Around the Child (TAC) meetings or Integrated Assessment Meetings (IAs) may be arranged to identify wider supports and interventions.

At Glencoats Primary, we have a range of strategies which we use to support the wider well-being needs of all our pupils as well as the specific needs of some pupils who require a higher level of support. These include -

- Teacher ready to greet all children at the beginning of each day
- Relaxed entry at intervals and lunchtimes
- Soft Start activities in all classes to support late-coming and transitions
- Toast time to support individual pupils with start of day transitions
- Daily relaxation activities
- Movement breaks for whole class or individuals as appropriate
- Focus on positive behaviour
- Focus on self-esteem such as Pupil of the Day across whole school where positive affirmations are shared and celebrated
- Assemblies where there is a focus on celebrating achievements across the 4 capacities
- Head Teacher Hot Chocolate Awards each Friday following on from assembly achievements
- Alternative to the playground approaches supported by ASNA/SLT
- Range of individual/small group interventions
- Home-School communication books for individual pupils (Good News Books)
- Range of time out cards for individuals such as 'Quiet Time' & 'Movement Break'
- Use of CALM Rooms (Oscar's Den, The Cloud, Rainbow Room) for individual pupils to meet specific needs, e.g. sensory support
- Use of Safe Spaces across the school for range of purposes, e.g. quiet working area, safe place to talk
- Use of Safe Adults where children identify key adults in the school to talk to at identified times or when they need support
- Consistent visuals about our Expectations displayed in all classes and around school
- Visual Timetables in all classes discussed with children at beginning of day to support routines and transitions

Managing Racist, Sectarian or Bullying Incidents

Teachers or other members of staff should speak with the SLT for further discussion/investigation. It is important that the children involved are given the opportunity to learn from the incident and are able to restore or resolve the issue with support. The school will follow Renfrewshire Council's Anti-bullying Policy as well as Fordbank Primary's Respect for All Policy to inform and support investigations. The SLT will determine whether the incident requires to be formally recorded in line with council policy and/or recorded in the child's Pastoral Notes. Appropriate and timely action will be taken including discussions with parents/carers to bring about positive resolutions.

Helpful De-escalation Strategies

Almost all staff across the school have undertaken CPL in relation to De-escalation approaches when managing behaviour. This is an ongoing priority in Fordbank Primary and is re-visited regularly as part of our improvement priorities. In summary, some useful strategies are -

- Try not to over-react or show annoyance to situations
- Use non - confrontational language such as "I need you to..."
- Use phrases of recognition, "I understand how you feel but..."
- Refrain from asking questions which invite a negative response such as "How many times have I told you? Who do you think you are?"
- Refrain from using phrases which invite a negative response such as "I'm sick of you..."
- Focus on giving directions
- Possible use of humour to diffuse
- Follow stepped intervention consequences in class, encouraging child to make 'good choices'
- Ignore low level disruption if it has a positive affect
- De-escalation techniques
- Be Calm, speak in calm voice
- Restorative / Interpretation (helping pupil to understand the meaning of the situation)
- Negotiate
- Identify triggers/Hot spots
- Consider child's self esteem and avoid public shaming - always speak to children privately about any issues
- Provide a motivating and appropriate curriculum
- Value pupil's abilities/achievements
- Recognise and communicate success
- Non-verbal signals, including visual aids as appropriate, e.g. PECs for individual pupils
- Smile!
- Recognise importance of body language
- Use eye contact
- Show genuine interest - corridor chat/word in passing
- Use praise - and mean it
- Humour (to defuse situation)
- Sincerity
- When discussing behaviour, stay with primary issue (i.e. the main problem!)
- Listen to all sides
- Take a restorative approach - how can the child learn from the incident? How can they make things better and support them to do so
- Direct discussion at behaviour, not at person
- BUILD RELATIONSHIPS AND TRUST