

Better Relationships, Better Learning, Better Behaviour

Self-Evaluation:

HGIOELC 2.1 Safeguarding and Child Protection

HGIOELC 2.3 Learning, Teaching and Assessment

HGIOELC 2.4 Personalised Support

HGIOELC 3.1 Ensuring Wellbeing, Equality and Inclusion

HGIOELC 3.2 Securing Children's Progress

Health & Social Care Standards

1, 2, 3, 4. In particular 3.20 and 3.25

UNCRC	Article 1	Article 20
	Article 2	Article 28
	Article 3	Article 29
	Article 12	
	Article 19	

Principles and Practice (CfE):

Children and young people should feel happy, safe, respected and included in the nursery environment and all staff should be proactive in promoting positive behaviour in nursery, classroom, playground and the wider school community.

The Education (Additional Support for Learning) (Scotland) Act 2004 states the child whose behaviour is distressed has the same rights and needs as the children with other additional support needs.

Our Vision ...

At Blackwood Primary School and ELC we strive to establish a caring, nurturing and stimulating environment which encourages creativity and curiosity and recognises each child as an individual, enabling them to attain and achieve.

Our Values ...

Friendship, Respect, Equality, Determination

Core Resources

- Realising the Ambition
- Nursery Charter (UNCRC)
- GIRFEC
- Sulp
- 'Better Relationships, Better Learning, Better Behaviour' report by The Scottish Government (2013)
- Promoting Positive Relationships and Understanding Distressed Behaviour (SLC)
- Treat Me Well (SLC)

Aim

At Blackwood Primary School we aim to create a positive learning environment where all pupils, staff, parents/carers and stakeholders are treated with equality, fairness and respect. We aim to raise opportunities for achievement and attainment in order to foster skills for lifelong learning.

School Approach

At Blackwood Primary School we recognise the strong link between effective learning and positive behaviour and aim to build positive relationships between pupils, staff, parents/carers in order to create an ethos in school based on mutual respect and trust to maximise teaching and learning opportunities. We are an inclusive school where everyone is valued and respected. Blackwood Primary follows the principles of the 'Better Relationships, Better Learning, Better Behaviour' report by The Scottish Government (2013).

Links

- Education Scotland
- Curriculum for Excellence
- UNCRC
- UNICEF
- GIRFEC
- GIRFEC Folder (Red)
- Equality Act (2010)
- The Education (Additional Support for Learning) (Scotland) Act (2004)
- Children and Young People (Scotland) Act 2014
- Health and Social Care Standards
- Standards in Scotland's Schools etc. Act 200 - Section 16

Audience

- Children
- Nursery Staff Team
- Support staff
- SMT
- Parents/Carers
- SLC Personnel
- HMiE
- Students

Guidance and Procedures

- Promoting positive behaviour is the responsibility of all members of staff at Blackwood Primary School.
- All classes at Blackwood Primary from Nursery to Primary 7 will agree on a class charter which will display the rights of each child, the respectful behaviour they should demonstrate and the responsibilities of adults working in the class. Class charters should be updated throughout the year as and when appropriate.
- During transition events the children will have the opportunity to build positive relationships with their school buddies and other pupils within the primary school.
- Within the nursery, staff use a visual timetable to allow children to understand the nursery routine each day and promote a sense of security.
- All staff are aware of the learning development needs of each individual child and consider these when planning the nursery environment and learning experiences on offer.

Guidance and Procedures (continued)

- Staff use a range of strategies within the nursery to promote positive behaviour. Children are encouraged to say 'I don't like that when you do that' to others if they find themselves in a situation where they feel uncomfortable or someone is behaving in a manner that upsets them. Some strategies can include:
 - Talking quietly and calmly to the child
 - Allowing children time to think, and to make a choice
 - Giving children the opportunity to explain their perspective (active listening)
 - Re-directing attention to positive activities
 - Providing personal space
 - Removing others from the vicinity
 - Setting limits in a non-confrontational way
 - Planned ignoring of inappropriate low level behaviour and positive reinforcement of positive behaviour.
- Parents/carers should be informed if there is concern about their child's behaviour so that staff can work together with parent/carer to best support the child.
- If a significant incident occurs an Incident form will be completed and shared with the parent.
- All instances of seclusion and restraint, are considered as physical intervention and should be recorded, including details of date, time, name of child, name of member of staff and circumstances. Parents/carers should be advised immediately.

Guidance and Procedures (continued)

- If a child exhibits a continued pattern of distressed behaviour a meeting will be arranged to discuss this fully with the child's parent/carer to identify steps that can be taken to support the child. If it is felt that support is required from other services e.g. Educational Psychologist or Integrated Children's Services a referral will be made in consultation with the child's parent /carer through the Staged Intervention procedure.
- It is only acceptable to physically intervene with a child where the member of staff reasonably believes in all circumstances that if he/she does not physically intervene with the child, the child's actions are likely to cause physical harm to that child or another person.
- It is the council's view that seeking to advert damage to property alone will not be sufficient reason for physically intervening with a child. However where staff are of the view that any damage to property is reasonably likely to lead to the child or another person being injured, minimal intervention for a minimal period of time may be justified.