

Promoting Positive Relationships and Understanding Distressed Behaviour

Cathkin Primary School



Rationale

Positive relationships are at the centre of our work with children and young people and their families. They are the basis upon which staff support children and young people to become successful learners, confident individuals, effective contributors and responsible citizens. Positive relationships and an understanding that every behaviour is communicating a need are essential to the promotion of positive behaviour, the reduction of incidents of bullying and exclusion, improving learning and teaching and raising attainment and achievement for all. (Promoting Positive Relationships and Understanding Distressed Behaviour, South Lanarkshire Council, 2019).

Effective teaching and learning is dependent on establishing and maintaining positive and nurturing relationships between all stakeholders. This is a core element of our school's approach to promoting positive behaviour. At Cathkin Primary School and Nursery, we strive to create a positive ethos by having clear expectations of behaviour which are understood by all members of the school community. The expectations of all learners is to,

“Be Safe, Be Kind, Be Ready to Learn”

Our approach to promoting positive relationships and behaviour is underpinned by the principles of the United Nations Convention on the Rights of the Learner (UNCRC) and the Wellbeing Indicators outlined in Getting It Right For Every Learner (GIRFEC). Our school policy is in line with South Lanarkshire Council's guidelines “Promoting Positive Relationships and Understanding Distressed Behaviours” (2019) and the Scottish Government's “Better Relationships, Better Learning, Better Behaviour” (2013). This document reflects the key policy drivers of the Scottish Government.

Aims

Our aim is to:

- ensure everyone in the school community knows that behaviour is a form of communication and unsettled behaviour will have a focus on understanding the learner's needs.
- enable learners to learn and grow in every aspect of their development: academic; personal; physical; social and emotional.
- create and maintain a positive school ethos that supports learner behaviour and celebrates success.
- build open, positive and supportive relationships with learners and families based on mutual respect and nurturing approaches.
- raise standards of attainment, behaviour and attendance for all learners.
- be sensitive and responsive to the wellbeing of each learner.

The relationship between learners and school staff is based on mutual respect, trust and consideration. The positive ethos of our school will be maintained by all learners and adults demonstrating mutual respect and supporting our school values and vision.

Promoting Positive Relationships and Understanding Distressed Behaviour

Social, emotional and behavioural needs is recognised as an additional support need. In the same way that some learners require additional support for literacy and numeracy, some learners require additional support to communicate their needs verbally and regulate their behaviour. All staff at Cathkin Primary and Nursery recognise that this is a need that requires additional support.

Staff acknowledge that learners, for a variety of reasons, can present significantly unsettled and distressed behaviours. All learners need support to learn and some learners may need additional support to learn to communicate their needs whilst showing settled behaviour. When a learner displays distressed behaviours, it is crucial that everyone is kept safe. Adults avoid confrontational approaches and to help prevent situations from escalating. Unacceptable behaviour is addressed in private and in a calm manner. Seeking an explanation for the signs of tension

or distressed behaviour may often be helpful in preventing a situation reaching a crisis point (Promoting Positive Relationships and Understanding Distressed Behaviour, South Lanarkshire Council, 2019).

Recognising Settled Behaviour




First attention to best conduct: Staff in school focus on paying first attention to best conduct. On entering classrooms, all staff recognise the learners who are being safe, kind and ready to learn. The importance of giving attention to those who are demonstrating settled behaviours strengthens relationships and conveys the message that learners are attended to and recognised for demonstrating the school expectations.

House Points and Star Tokens: All learners are assigned to a house group. Learners can earn a token for their house if they are recognised showing being safe, kind and ready to learn behaviours. Exceptional kindness and citizenship can be awarded with a star token from the leadership team and is worth 100 points.



Smileys: In class, learners will receive individual smileys for showing that they are being safe, kind and ready to learn. At the end of the day, if a learner has achieved 3 smileys they will be rewarded with a wrist band. Each smiley earned is worth 1 house point which will be totalled for overall weekly house points. At the end of the week the learner with the most smileys in each class will have a choice of the following rewards –

* Positive phone call home *Post Card Home *Star Token *Star Seat 

Star of the Week: At our weekly assembly, one learner from each class will be selected to receive the 'Star of the Week' certificate. This is a recognition of an achievement in class from the class teacher.

Gold Star Winner: At our weekly assembly, learners who are displaying exceptional positive behaviours will be recognised and rewarded with a Gold Star Token for their house (100 points)

Kindness Cup: Every week our School Support Assistants will nominate children to be awarded the kindness cup for acts of kindness that they have witnessed throughout the week. The Senior Leadership Team will review the nominations and select a winner to receive the cup at assembly.

House Reward: House points are counted and announced at our weekly assembly. Twice a year the house with the most points receive a House Treat.

Awards Assembly:

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Supporting Unsettled Behaviour

Classroom language: Class teachers use first attention to best conduct to encourage learners to uphold the school expectations. Class teachers each have wall displays that are situated in view of the teacher. All learners will begin the day with their name on a green rectangle. If a learner is not following school rules, they are offered a reminder of the expectation they are not upholding and support to get back on track. This is normally sufficient to assist the learner in using spoken language rather than behaviour to communicate their needs. Restorative conversations and coaching approaches will be used consistently to support all learners.

- 1 – All learners will begin the day with their name on a green rectangle
2. If a reminder is not effective and the learner continues to display inappropriate behaviours, they will receive a warning, with their name being moved to a small amber rectangle with the teacher coaching acceptable behaviours.
- 3- If the learner continues to display unsettled behaviours their name will then be moved to an amber rectangle and time will be made for 'talk with the teacher' to try to resolve any issues. This will be done privately between the learner and teacher.
- 4- At this point the learner's name will move to a small red and given time out within the class area (nurture nook) to reflect and regulate. An adult will provide support should the learner wish this though they may prefer quiet time.

5- This stage would involve interventions from Senior Leaders and a parent/carer collaborative conversation.

Learners can move back to previous stages if they are showing that they are being safe, kind and ready to learn. Once a learner has reached stage 5, they cannot go back down to a previous stage.

Using predictable stages of intervention provides security for all learners that there are boundaries and routines in place in each classroom.



Unacceptable Behaviour

If learners are displaying unacceptable behaviours in the form of inappropriate language or physical violence, they will go straight to red (5) and will work with SLT for the remainder of the day or next day depending on the timing/nature of the behaviour. Parents/carers will always be informed of decisions and supports put in place to support the learner.

Inappropriate Language:

If learners are using inappropriate language this will be tracked by SLT. If a learner reaches 3 recordings, then they will have 10 minutes of supported break at lunch time. A supported break means that the learner engages with a member of the leadership team in one to one restorative discussion about their behaviour, and how they could respond differently next time. For some learners it needs to go beyond one break time and may progress to being outside with an adult for a period of time. The intention of a supported break is to support the learner and offer alternative strategies for further playground interactions.

Scripted Responses: Where a learner needs clear communication, staff adopt a technique of scripted responses. All staff will be aware of the learner's key adults in school. This is normally the class teacher, one school support assistant and one member of the leadership team. If another adult observes unsettled behaviour, they will respond with the learner's name and the instruction to be safe, kind and ready to learn. They will then move on and alert a key adult to support the learner. This reduces the attention learners get for unsettled behaviour and ensures consistency of approach.

Regular Communication: We recognise the importance of partnership working for all learners. Learners who are unsettled over a period of time will benefit from increased home -school communication. Staff will arrange to update parents more regularly and targets will be shared.

Tracking: In line with SLC policy, staff track the behaviour of learners who are unsettled over a period of time to identify where in the day / week unsettled behaviour is triggered. Using analysis and a solution focused approach, staff identify 'hot spots' and then identify triggers that can be changed to help the learner remain settled. Learners' behaviour is tracked for a minimum of six weeks to identify patterns.

Responsibilities and Expectations



The promotion of positive behaviour and relationships is the collective responsibility of all learners, parents/carers and members of school staff.

Learners

We aim to encourage learners to take responsibility for their own behaviour and achievements. Learners are encouraged to use the support and strategies promoted in school to manage their behaviour. All learners will learn about the UN Rights of the Child in child-friendly language. With this, they will also learn about their roles and responsibilities to help all learners achieve their potential and develop into responsible citizens.

Staff

All members of staff are responsible for setting the highest standards of behaviour and relationships by being positive role models for our learners. School staff recognise the importance of promoting a wide range of positive behaviour strategies, including the use of visuals and positive feedback. It is important for the whole staff team to share values and have a consistent approach. In August, each class creates their own Class Charter based on our shared school values and agreed behaviour expectations. New staff members will be supported on how to create the charter with their class.

