



# Promoting Positive Relationships and Behaviour Policy

## Introduction

The purpose of this document is to articulate the commitment of Stirling Council to create a positive ethos within all of its educational establishments and their wider communities, where an emphasis is placed on a relationship based approach.

Focusing on positive relationships in educational establishments is central to developing safe, inclusive and nurturing environments which support all children and young people to learn, develop in a healthy way and thrive.

This commitment to promoting positive relationships extends to all children and young people, their parents and carers and staff and is underpinned by values of fairness and equality. This guidance replaces Positive Relationships: Positive Behaviour Part 1: Promoting Positive Behaviour.

## The Importance of Relationships

At the heart of Curriculum for Excellence in Scotland is supporting children and young people to develop the four capacities of becoming *successful learners, confident individuals, responsible citizens and effective contributors*.

Promoting positive relationships is key in this endeavour.

Better Behaviour, Behaviour Relationships, Better Learning (2013, page 5) concludes from research carried out in Scottish schools that:

*Learning communities - across early years, primary, secondary and special sectors which focus on social and emotional wellbeing and creating a positive school ethos based on mutual respect and trust are having the most positive impact.*

This means that central to promoting effective learning and teaching is an environment which fosters good relationships and promotes positive behaviour. To develop effective, positive whole school approaches, emphasis is placed on children and young people, their families and establishment staff working well together in partnership within the wider community.

A whole school approach to positive relationships and behaviour is the most effective way of supporting wellbeing for children and young people. This is supported by a wealth of evidence that links culture and ethos with wellbeing as well as attainment.

**Included, Engaged and Involved Part 2**

## Nurturing Approaches

Nurturing approaches are identified as key in promoting positive relationships and positive behaviour. This builds on the evidenced success of nurture groups in closing the poverty related attainment gap by extending this to the whole school.

'At the heart of nurture is a focus on wellbeing and relationships and a drive to support the growth and development of children and young people'.

**Applying Nurture as a Whole School Approach (2016)**

Within Stirling Council, nurturing approaches have been identified as the foundation to promoting positive relationships and positive behaviour within educational establishments for children and young people, their parents and staff.

A nurturing approach can be applied at both the universal and targeted/individual level and promotes inclusive, respectful relationships across the whole school community, including learners, staff, parents/carers and partners.

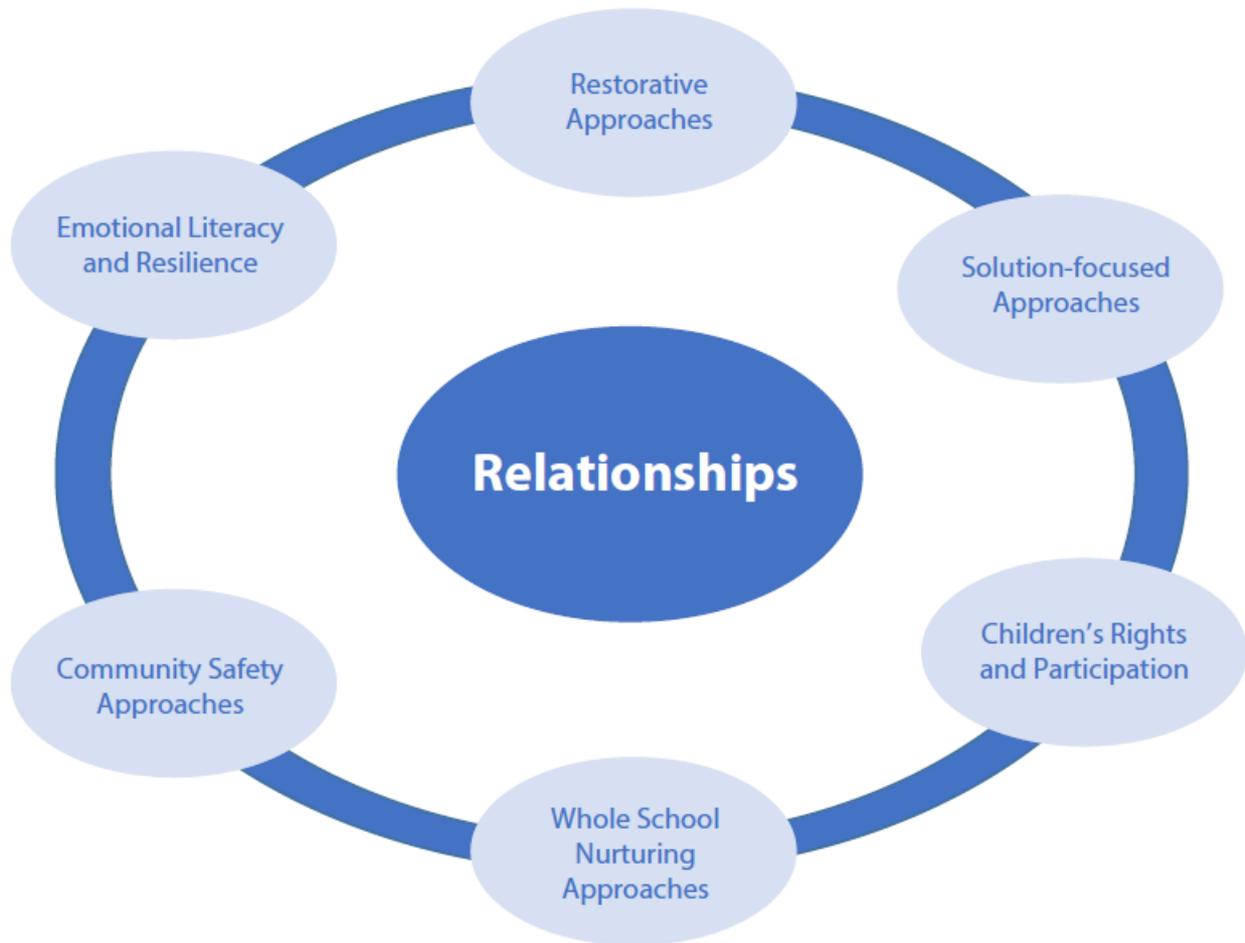
The approach has a key focus on the environment and emphasises the balance between care and challenge which incorporates warmth and connection alongside structure, high expectations and a focus on achievement and attainment.



A nurturing approach recognises that positive relationships are central to both learning and wellbeing. A key aspect of a nurturing approach is an understanding of attachment theory and how early experiences can have a significant impact on development. It recognises that all staff have a role to play in establishing the positive relationships that are required to promote healthy social and emotional development and that these relationships should be reliable, predictable and consistent where possible.

Within these relationships there is a focus on understanding children and young people developmentally where adults act as a safe base for children and young people to explore the world and learn. Consideration is taken of what is known about the brain from research in neuroscience and applied in the classroom context to support learning. Having a relationship with 'one good adult' has a positive impact on a young person's mental health and wellbeing.

A relationship based approach within a whole school nurturing environment supports all young people to build resilience, deal positively with challenges they may encounter and ultimately achieve their potential in life.



When supporting children and young people's behaviour within the context of nurturing relationships nurture principle five – all behaviour is communication is of key importance. This means that all staff reflect on the reasons for underlying behaviours to support them to consider how best to support the child/young person and meet their emotional needs.

Our class charters, which are created in collaboration with pupils, will be clearly articulated and shared with parents. Clear boundaries are important for all young people to provide emotional security. Where consequences are used they are proportionate with a focus on repairing relationships.

# **Promoting Positive Relationship and Behaviour at Cambusbarron Primary**

## **Cambusbarron Vision and Principles**

At Cambusbarron Primary School learners are supported and nurtured to develop their aspirations for their future as learners and as positive contributors to society. We support our learners to develop teamwork, ambition, resilience, self-belief and leadership skills. We actively seek to establish connections in learning and with community partners. We strive to build a safe and consistent learning environment where excellence is not only promoted, but expected.

At Cambusbarron Primary we are committed to building an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their actions and encourage others to do the same. Our positive relationships policy guides staff to teach self-discipline, not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor choices and effective interventions that support staff and learners.

## **Aims of the policy**

- To create a culture of outstanding behaviour for learning, community and life.
- To ensure that all learners are; treated fairly and shown respect, and given the opportunity to develop good relationships.
- To help learners take control of their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper and empathy for others.
- To ensure that excellent behaviour is a minimum expectation for all.

## **Purpose of the policy**

To provide simple, practical procedures for learners and staff that:

- Recognise and promote shared behavioural expectations
- Positively reinforces shared behavioural expectations
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

## Effective Learning and Teaching

Effective learning and teaching is at the heart of promoting positive relationships and supporting children and young people to regulate their behaviour. All teaching staff have a responsibility to provide high quality health and wellbeing experiences and outcomes for children and young people as appropriate to their stage of development. Clear progression should be provided in accordance with the underlying principles of the Curriculum for Excellence. Throughout such experiences, children and young people should be made aware of and have opportunities to reflect upon, both their rights and responsibilities. Opportunities during all learning experiences should be taken to teach and support children to regulate their emotions and behaviour in a planned way as appropriate to their individual needs.

## School Rules

All pupils will be taught the importance of following the school rules which are: **Safe, Responsible and Respectful.**

Being **Safe** means:

- Travelling safely and smartly around the school
- Not putting yourself or others at risk of harm
- Thinking through your actions

Being **Responsible** means:

- Follow the instructions of adults in the school
- Focussing on your learning and helping others to do the same
- Being ready and prepared to learn
- Follow all classroom routines and expectations
- Being the best you can be

Being **Respectful** means:

- Treat others how you would like to be treated
- Be kind
- Be polite
- Be helpful
- Listen when others are talking

In addition to the school rules, there may be rules related to a particular area of the school which are primarily designed for safety. These rules will be clearly displayed in these area.

The school promotes an ethos of consistency, structure and routine. Therefore, regular behaviour walks are carried out by the senior leadership team to offer support where needed.

Each class will create and display their charter and revisit this on a termly basis. Our school Vision and Principles will also be prominently displayed and revisited through assemblies.

## All staff – Shared Expectations

- **All adults meet and greet** at the door & lead children in and out calmly and safely.
- Refer to '**Safe, Responsible and Respectful**' frequently and in all behaviour conversations.
- **Model** positive behaviours and build relationships.
- Engage, challenge and meet the needs of all learners.
- Persistent and daily use of **visible and verbal recognition** when seeing positive behaviour.
- Be **consistently calm** and give 'take up time' when discussing behaviour.
- Speak with a **measured tone** and use considered **body language**.
- **Follow up every time**, retain ownership and engage in reflective dialogue. **Never ignore** or walk past learners who are making poor choices.
- **Complete the circle** to ensure all learners have **felt listened to** and understand how you have **supported them** to resolve a situation.

## Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Instead, they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

- **Meet and greet** learners at the beginning and end of the day
- Be a **daily visible presence** around the school; especially at **transition times**
- **Celebrate** staff, leaders and learners whose **effort** goes above and beyond expectations
- Regularly **share good practice**
- **Support** staff in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to **target and assess** school wide behaviour policy and practice
- **Regularly review** provision for learners who fall beyond the range of written policies

## Supporting learners to refocus on learning

Sanctions at Cambusbarron Primary have a learning focus, build relationships and show learners how to take responsibility. 'Catch up learning' may take place if a pupil has missed lessons/work.

Restorative approaches are encouraged and supported. All learners should be given the opportunity to settle and return to task. Always use the least intrusive intervention required to support the learner to make the right choices.

The purpose of a sanction is to:

- Help children learn that consequences follow actions

- Enable the child to take responsibility for what happened and to 'be part of the solution
- Show that a school, like our society, has rules and collective responsibilities

## Sanction steps

**Step 1 - Verbal Reminder** to be **Safe, Responsible & Respectful** delivered privately identifying their behaviour and outlining the consequences if they continue. Identify positive choices being made.

### **Step 2 - Second Reminder**

Speak discretely, offering a positive choice and remind them of previous good behaviour. Outline the consequences if positive choices are not made.

### **Step 3 - Time out and sanction applied**

The learner speaks to the adult away from others where **Safe, Responsible & Respectful** are revisited. The learner is reminded of their previous positive conduct or attitude to learning. Supported to reengage in learning in another room with work. After time-out a short restorative conversation follows. Discussion and sanction recorded on Pastoral notes.

### **Step 4 - Referral to Senior Leadership Team**

If the learner refuses to comply with time out or there is a serious incident that requires immediate support contact the Senior Leadership Team (SLT) through the red card or walkie talkie system. A discussion will be held with SLT, child and class teacher /SLA at an appropriate time. Parents/Carers informed.

## Positive strategies to promote excellent behaviour for learning

Consistent and calm adult behaviour helps cultivate a culture of fairness and empathy while keeping the focus positive. This visible consistency can be seen in the following ways;

- Proactively acknowledge good behaviour on all occasions
- Recognition Boards to be trialled in the classrooms
- Positive phone calls homes
- Positive notes Home
- Headteacher Tea Parties
- Displaying children's work in the classroom to celebrate their achievements
- A whole class system to earn rewards- e.g. individual or team points for good work and behaviour leading to choosing time at the end of an agreed period.

## Relentless Routines

Ensure that every child is given the opportunity to share their thoughts and opinions every day. Children should come to expect this and feel valued and noticed as a result;

- Conversations with every child every day
- Greeting each child in the morning as they are collected by the class Teacher
- Daily class emotional check-ins
- Saying goodbye every afternoon as they are escorted out by the class Teacher

## Short Scripted Interventions

When behaviour is more challenging, staff will engage in short nurturing and kind conversations to help a learner return to making positive choices. Acknowledge poor behaviour, tell the rule they have broken, remind the child of the behaviour you have seen them demonstrate that you like and ask them to show it today.

- Use positive language to make clear what behaviours we want to see.
- Avoid heated discussions
- Give children control and choices in their positive next step
- Be short so they do not disrupt learning time



### 30 second intervention

- a. Gentle approach, personal, non-threatening, side on, eye level or lower.
- b. State the behaviour that was observed and which rule/expectation/routine it contravenes.
- c. Tell the learner what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
- d. Walk away from the learner; allow her time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

*We resist endless discussions around behaviour and spend our energy returning learners to their learning.*

## Restorative Follow ups;

Restorative meetings at Cambusbarron Primary are a core part of repairing damage to trust between members of our school community. This approach, which has an underpinning value of mutual respect, supports children and young people to reflect upon their thoughts, emotions and actions, and to understand the impact of these on other people. It is focused on providing opportunities to repair situations where difficulties or conflicts have arisen and to restore relationships. It can be used with both children and young people and adults alike.

Staff who have received appropriate training can support children and young people using restorative conversations. Listening to young people at this time allows them to feel

involved in the process and empower them to contribute to decision making and solutions. These meetings may be necessary to repair peer relations and support learners to move on. The 6 steps to these meetings are:

Delivered calmly, side on, eye level or lower with a focus on restoring relationships and supporting the young person to find a positive solution.

- Tell me what happened  
(lead up – incident - afterwards)
- What were you thinking?
- Who else has been affected?
- How do you think this made others feel?
- What should we do to put things right?
- How can we do things differently moving forwards?

A staff member will take responsibility for leading Reparation meetings.

## Lunchtimes

The dining hall and playground are areas at lunchtime that require additional routines and consistent procedures. Support for Learning Assistants (SLAs) are responsible for the safety and behaviour of children at lunchtime. It is expected that all SLAs will also follow the guidelines contained in this policy. If the behaviour of a child or a group of children causes concern, then it is the responsibility of the SLA to discuss this with the class teacher. The class teacher will then make a decision whether to notify a member of the Senior Leadership Team to support a restorative discussion.

## Record keeping

It is necessary to have a form of record keeping when a child is disrupting learning (self or others). This record helps to track the frequency and intensity of misbehaviour and supports analysis of triggers, patterns and contexts. It is also extremely useful when talking to families about their children's behaviour and helps the family to get an accurate view of the child in school and helps to take away 'personal' or 'emotive' comments. Furthermore, these records are essential for referrals to outside agencies if additional support is required.

It is expected that class teachers will record behavioural observations on Pastoral Notes and share these with the Leadership Team on an ongoing basis. These notes will help inform discussions and appropriate interventions ensuring accurate communication with parents and carers.

Communication with parents is vital in building home-school cooperation, and every effort will be made to ensure positive parental participation.

## Getting it Right for Every Child (GIRFEC)

Strategies to support an individual pupil's behaviour are implemented to intervene as early as possible. A Staged Intervention approach may be taken and can involve individual and/or group work, behaviour charts, target booklets, check-ins and specific home-school communication arrangements as appropriate.

Other agencies such as the School's Inclusion and Support Service or Educational Psychological Services can be involved as appropriate and parental support, and involvement is encouraged.

For some pupils, individual behaviour plans may constitute part of their Child's Action Plan.

## Evaluation of policy

	Date:	Lead:
<b>Produced</b>	November 2019	M Hill, Headteacher
<b>Review</b>	November 2020	