**Harrysmuir Primary School**

****

**Climate for Learning Policy**

**(Positive Relationships)**

**“Children do not lose their human rights by virtue of passing through the school gates”**

(Committee on the Rights of the Child, General Comment on ‘The aims of education’, 2001).

Learning without limits at Harrysmuir Primary School – There is a consistently high expectation of all children regardless of age, gender, ethnicity or social background.

All pupils are encouraged to improve on their own achievements and not to

 measure themselves against others.

Parents and carers are also encouraged to view their own children in this light.

|  |  |
| --- | --- |
| Draft copy: | Session 2019/20 |
| Additional draft copy: | August 2020 (with COVID Appendix added) |
| Date adopted: |  |
| Reviewed: |  |

**Rationale**

"Curriculum for Excellence cannot be delivered without good relationships and positive behaviour. Children and young people should feel happy, safe, respected and included in the learning environment and all staff should be proactive in promoting positive behaviour in the classroom, playground, and wider learning community. Underpinning this is the emotional health and wellbeing of staff."

****

**Building Curriculum for Excellence through Positive Relationships and Behaviour**

Through this policy we strive to support the

Achievement of the core outcomes associated with ‘GIRFEC.’

All aspects of this work will lead to our learners being:

At Harrysmuir Primary School, we aim to help every child to be the best he or she can be. The development of the whole child is paramount. To achieve this it is crucial that the **environment** and **relationships** within our school community contribute positively to an ethos of achievement. Promoting high standards and high expectations of behaviour and a commitment to a positive school community is central to the success of our school and our children.

**School Ethos**

Harrysmuir Primary School is part of a learning community where everybody matters and where laughter is heard. We aspire to deliver learning experiences of the highest quality, inspiring confidence, respect, resilience, responsibility and achievement for all. Our core values are ~ Determination, Happiness, Kindness, Respect, Responsibility.

We believe in establishing and maintaining a positive learning culture, where everyone has the right to feel safe, enjoy their learning, achieve to the best of their ability and be treated with respect.

Everyone has a responsibility for their own behaviour, to safeguard the rights of other people and to treat others with respect, dignity and consideration. Our Climate for Learning Policy underpins the rights and responsibilities which are at the core of our beliefs of a Rights Respecting School.

* Honesty
* Fairness
* Trust
* Tolerance
* Diligence
* Kindness
* Politeness
* Perseverance
* Patience
* Respect for others, for authority and for property

To ensure that high standards of behaviour are engendered in our pupils and maintained consistently throughout the school, the school expects all pupils, with parental/carer support, to abide by the Climate for Learning Policy.

The school has a positive approach to managing behaviour, known as ‘Climate for Learning’. The fundamental aim of our Climate for Learning Policy is to enable our children to be aware of their behaviour as it affects others’ rights and to take ownership of their behaviour in regard to the rights of others. These aims also enable positive workable relationships and enable a co-operative teaching and learning climate.

1. Communicating the Climate for Learning Policy to the School Community

The school will ensure that pupils are aware that they are expected to adhere to the school values and high standards of behaviour. The Climate for Learning Policy is communicated through day to day teaching, assemblies/school gatherings and notices around the school. The policy will be published on the school website and a copy will be given to all new families as they join the school community.

1. Linked Policies

There are a number of school and authority policies which are linked to the Climate for Learning (CfL) policy. These include:

School Anti-Bullying Policy – to be updated during session 2020/21

Authority Policy – Promoting Positive Relationships in West Lothian Establishments

Copies of these policies are available via the school/authority website or in hard copy on request.

1. Behaviour Outside School

The school’s climate for learning policy allows the school to regulate pupils’ behaviour where the pupils are not in school or in the charge of the school e.g. in the immediate vicinity of the school or when clearly identifiable as a member of the school. Pupils may be outside school on school business including for example school trips and educational visits, sporting activities etc. In such circumstances, breaches of the climate for learning policy will be dealt with as if they had taken place in the school as there is the exception to be a Rights Respecting citizen.

1. The System

**Underpinned by 5 pillars of practice** :

* Consistent, calm, adult behaviour
* First attention for best conduct
* Relentless Routines (from the moment they arrive to the moment they leave)
* Scripting difficult interventions
* Restorative follow-up

**3 whole school expectations - the power of Ready, Respectful, Safe :**

At Harrysmuir Primary School we aim to :

* be **READY** to Learn
* be **RESPECTFUL** to all
* Keep everyone **SAFE**.

At Harrysmuir Primary School, all staff :

* Meet and greet our children.
* Make learners feel important, valued and, like they belong.
* Promote our 3 expectations.
* Refuse to shout.
* Give first attention to those doing the right thing.
* Take the fame out of being badly behaved.
* Make a point of recognizing and praising behaviour that is over and above.
* Use positive notes and a recognition board.
* Use a (30 second) scripted intervention when children dig their heels in.

Positive Recognition

We believe that all members of our community have a deep desire to be appreciated, not to be adorned with gifts and rewards. Using positive recognition, or being bothered, means that you know how to make each child (and adult) feel appreciated and important. This takes time and effort on everyone’s part. Some children find their sense of importance through fame: the work on display, the applause at assembly or the story that is read out as a great example to the class. Others find their importance in a quiet word, an extra responsibility or subtle, discreet reinforcement.

Different people feel appreciated in different ways. Different reinforcement works for different characters. Positive recognition needs to be a deliberate daily act that is built into teaching/supporting routines. It is relationship building done properly, in slow motion – Gentle, kind and caring.

All adults need to be involved in managing behaviour. All adults need to be seeking out behaviour that is over and above and recognizing it.

**Rewards**

If we constantly reward minimum standards then children will strive for minimum standards. If we reward children for going over and above then there is no limit to their excellent behaviour. Using the term ‘Over and above’ needs to be repeated often and marked with the children.

Eg. ‘What Ruaridh just did by collecting in all the pens by himself has saved me a lot of time and effort. That is over and above, Ruaridh. Thank you, that is great.’

Focusing on behaviour that is over and above creates an immediate shift in expectations. It gives the children something more than bare minimum to achieve – it gives them something to reach for ! We need to specifically recognise those children who go over and above.

The Positive Note

The positive note home is high level recognition. Perhaps just one child from the class will earn the note, and perhaps some weeks there will be no one. The positive note enables you to mark the moment with the child. You are framing them with their best behaviour, their most determined effort, their greatest show of resilience. It is a moment that you may need to return to next week when their behaviour has taken a turn for the worse and you need to remind them of what kind of learner they really are.

The key is to communicate good news to the home and allow them to reward their child as they see fit. There will be some children for whom home is not a positive environment and therefore staff will need to find another way to make the child feel as special as possible at school in the most discreet of ways Eg, asking a member of the SMT to celebrate with the child.

It would be wrong to award a positive note to a child who, after a week of not meeting our expectations, decides to be compliant for 20 minutes. Whilst tempting, as a way of responding positively to appropriate behaviours, is it vital to give a proportionate response. This could be a ‘fraction’ of a positive note – Eg. ‘Well done for making the right choices this afternoon. You are a third of the way there. If you can meet our expectations 2 more times, then you will get a positive note home’. This child shouldn’t be able to accelerate his positive recognition beyond everyone else, but he/she must feel like positive notes are accessible.

We will provide opportunities for visitors to the school and other pupils to record examples of going above and beyond our expectations and then celebrate these.

As well as Positive Notes Home, we will also introduce other rewards for going over and above including positive notes within school (Eg, from SMT, other adults, visitors), stickers, house points, thumbs up to the class and Hot Chocolate Friday !

Thumbs Up – this will be awarded to the class to celebrate the whole class meeting the school’s expectations and going above and beyond. It will be awarded by staff and once a class get 10 thumbs up, there will be a reward given to the whole class.

Hot Chocolate Friday – with a member of the SMT – is targeted for children who behave impeccably (regularly going above and beyond) but are too easily forgotten. It will be a chance to celebrate their efforts and to reward them.

Recognition Boards

A recognition board is for routinely advertising the expectations/behaviour that do you do want rather than highlighting the children not meeting your expectations.

You write at the top of the board the expectation/behaviour on which you want to focus. Eg. One voice at a time, keep hands and feet to yourself, speak politely etc. When you see the children demonstrating the expectation/behaviour well, write their name (put up their name) on the board. The recognition board is not intended to shower praise on the individual. It is a collaborative strategy: we are one team, focused on one learning expectation/behaviour and moving in one direction. Pursue the expectation/behaviour that you want by chasing it hard and reinforcing it enthusiastically. The recognition board fosters a positive interdependence in the classroom, but there is no prize or reward. At the end of the lesson/half day/day the aim is for everyone to have their name on the board.

Even pupils who have received private sanctions can be caught demonstrating positive behaviours - one doesn’t cancel out the other.

Also consider the following :

* Not removing names once they are on the board. Learners who disrupt are dealt with privately.
* Learners can nominate others to be put on the board.
* Emphasise peer responsibility. It is not a competition between individuals, rather a whole class helping everyone to get their name on the board.
* Recognition Boards need to be refreshed hourly, daily or weekly depending on the age of the children and context in which you are working.
* Recognition Boards are for effort, not for achievement. Your highest achievers might always be high achievers however they only get their name on the board when they have shown the required effort.
* Use the recognition board to persistently and relentlessly catch learners demonstrating the right behaviours/expectations.

The following is a process for all to follow both in class and outwith. We will consider further how best to manage those children who continue to require time out and those children whose behaviour is unsafe in the playground.

5 Steps to Manage Behaviour

|  |  |  |
| --- | --- | --- |
|  | Step | Action |
| 1 | Reminder | A reminder of the 3 simple rules delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage. |
| 2 | Warning | A clear verbal caution delivered privately, wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, “Think carefully about your next step”. |
| 3 | Last Chance | Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use the 30 second scripted intervention. |
| 4 | Time Out | Time out will generally begin with in the classroom, **followed by** in another classroom **followed by** with a member of SMT. It is time for the child to calm down, breathe, look at the situation from a different perspective and compose themselves. |
| 5 | Repair | This might be a quick chat at a breaktime or a more formal restorative meeting. |

30 Second Scripted Intervention

There is no one ‘correct’ script when a pupil digs in their heels. Try the following and adapt it for your context :

***I noticed you are …..*** (having trouble getting started/struggling to get going/wandering around the classroom ).

***It was the expectation about …..*** (lining up/staying on task/using your mobile phone) ***that you didn’t meet***.

***If you continue to do this, you will be choosing to take time out.***

***Do you remember last week when you ……*** (arrived on time every day/got that positive note/finished your work as expected).

***That is who I need to see today ...***

***Thank you for listening***. (Now give the child some take up time)

Other Script Ideas

* You need to understand that every choice has a consequence. If you choose to do the work, that would be fantastic and this will happen . . . . . If you choose not to do the work, then this will happen . . . . . . I’ll leave you to make your decision.
* Do you remember yesterday when you helped me to tidy up? That is the Ruaridh I need to see today, that is the Ruaridh you can be all the time.
* I don’t like your behaviour. Your behaviour is disruptive, damaging and dangerous. I don’t like your behaviour but I believe that you can be a success.
* What do you think the poor choices were that caught my attention ?
* What do you think you could do to avoid this happening next time ?
* Ruaridh it’s not like you …….. (kick doors/shout out/throw things)

If children turn away from you when you are delivering the script, mimic you, say it to you or deliberately refuse to listen, continue delivering the script.

If children cry when you begin delivering the script, say, ‘I will come back when you have stopped crying.’ Then you will have to skilfully find your moment to return.

**Restorative approach:**

Our climate for learning policy is a tool used to promote good relationships, so that people can work together with the common purpose of helping everyone learn.

Restorative approaches are based on four key features:

RESPECT – for everyone by listening to other opinions and learning to value them

RESPONSIBILTY - taking responsibility for your own actions

REPAIR – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated

RE-INTEGRATION - working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education

This school use restorative approaches to encourage everyone to take responsibility for their behaviours. Staff use restorative approaches and will apply them to resolving situations in the school. This approach starts with a restorative enquiry, if conflict arrives, over low level issues i.e. friendship breakups, disputes over games, running in the corridor and not responding to reasonable adult requests.

When using restorative questioning the following questions will always be asked in a quiet and appropriate area of the learning space. Questions will be first asked to the person who has been harmed and then to the harmer.

* Tell me what happened?
* Who was affected?
* How were they affected?
* How can we put this right?
* What can be done differently next time?

Format of the restorative process

* Only one person talks at a time.
* No interrupting.
* Be respectful to each other.
* Listen carefully to each other.
* Confidentiality-explain that this is between the people involved (plus parents if required).
* Be aware of any matters RE: Safeguarding. If something is disclosed appropriate measures in line with Safeguarding policy.
* If young people do not meet expectations or are still /become angry, stop mediation!

If incidents are sustained or reoccur a restorative conference may need to take place with all the appropriate affected people.

Consequences will be appropriate and will be chosen and agreed between all participants involved. Ensure that a consequence is never associated with a curriculum area e.g. writing lines, reading, times tables.

Feedback to parents should be given when a child has been harmed. Any member of staff should use their professional judgement as whether the parent of the harmer are informed of the incident. It should always be made clear to the parent that the situation was dealt with in a restorative manner and that the situation is finished now as all parties involved left feeling the situation had been resolved.

Impositions

If a pupil needs to catch up or pay back time lost in learning, a simple imposition is quick, effective and takes no precious time away from staff. Impositions are additional work that must be completed that evening, signed by a parent/carer and returned the next day. A slip (outlining a time to return the work, the amount of work to be completed and a space for a signature) will be stapled to this work which allows the parent/carer to see that there are expectations which are not being met, the child understands that there are natural consequences for not completing work and the responsibility for making up time is left with the child, not the adult.

Ten ways to manage secondary behaviours

Remember that if a child is told to leave the class for example and when doing so, kicks a seat over, do not chase the secondary behaviour (kicking the seat) when they have carried out the request to their first behaviour (left the room). Chasing a child’s protest behaviours ensures that they rarely need to answer for the original behaviour. You soon find yourself in sub-arguments with the original behaviour lost in the fog.

10 ways to manage :

1. Don’t bite back with your words.
2. Refuse to chase secondary behaviours or engage in power play (eg. Yes you did/no I didn’t etc).
3. Use choice if you can but not if it inflames the situation.
4. Resist the urge to bring up past misdemeanours.
5. Don’t follow learners when they walk away, unless you have to because of clear and present safety concerns. Often the act of following can provoke another peak in anger.
6. Remember that you are the adult. Focus on the outcome that you want, not the argument.
7. Ask questions and try not to make accusations.
8. Focus on what is happening next. You can uncover what has just happened later.
9. Whenever possible move the student to a safe place out of public view and the pressure of an audience.
10. Shift into listening mode. This is not a time for lengthy speeches. Less will almost certainly be more.

**During break and lunchtimes**, the same system (5 Steps to Manage Behaviour) will be used however when a child is at step 4 and at the point of needing time-out in another room or with a member of the SMT or, for specific serious incidents involving dangerous or disrespectful behaviour, a blue slip will be completed and handed directly to a member of the SMT. At this point, children will be expected to wait in a designated place to discuss their behaviour/incident with a member of the SMT.

1. Tracking Behaviour and Managing Persistent Breaches of the School Behaviour Policy.

The school monitors breaches of the school climate for learning policy.

Children who are continually on time out will be identified and a member of the Senior Management Team will contact the parents/carers in order that a partnership approach can be established to improve their behaviour.

If improvement does not happen, the pupil will be raised at the regular Pupil Support Group where a more holistic approach will be discussed, including the support from outside agencies where appropriate.

For a specific serious incident or following a series of incidents, the Head teacher can give Formal Disciplinary Warnings to children which are noted in a letter to parents/carers and a copy kept on file.

1. Exclusions

***See Authority Policy Guidelines –***

 Promoting Positive Relationships in West Lothian Educational Establishments

**Exclusions for unacceptable behaviour:**

Some poor behaviour may develop into a pattern of persistent and sustained incidents and/or present as significant and entirely unacceptable behaviour within the school community. The incident will be logged, and the procedural requirements of West Lothian council will be applied. This may involve a fixed term exclusion from the school site.



**COVID 19 Addendum – added August 2020**

At Harrysmuir Primary School we aim to maintain a secure, caring and stimulating environment in which children are encouraged to have respect for themselves and each other. Whilst expectations in our **Climate for Learning (Positive Relationship) Policy** remains pertinent, it is necessary, in light of the Covid-19 pandemic, to make some adjustments for the safety of all pupils and staff. These adjustments are set out below:

**Arrivals, Departures and Moving round the school.**

Children will enter school through their designated entrance. They will be expected to clean their hands on entering the building.

At their designated home time, children will leave the building from their designated exit.

Movement around the school will be limited.

**Handwashing and Hygiene**

Children will be expected to follow all handwashing and hygiene routines while in school. Children will wash hands when entering school/classroom, before and after eating and at regular intervals during the day.

We ask children to follow the catch it, bin it, kill it, approach when in school. If they need to cough or sneeze, they should use a tissue or crook of their arm. Children will be reminded not to touch their face, mouth, nose or eyes while at school.

Should a child refuse to follow these routines, procedures and actions will be used (see below).

**Toilets**

Each classroom will have their shared allocated toilet area to use. Staff will be aware of where these will be for their class.

Children will be encouraged to use the toilets one at a time from any class (this may not always be possible with our infant children). When a child has finished in the toilet they must wash their hands.

**Break and Lunch times**

Children will have a designated place to play during breaks and lunch times.

Whilst children within a group can play together, they should not play with children from other classes. Children must stay in their designated area at all times.

**Rewards**

Teachers and Support for Learning Staff welcome opportunities to praise individuals for good work, attitude or good behaviour, and show recognition, if these are brought to their attention. Above all praise and encouragement should be used as much as possible. Walking through school to show their work to a member of the Senior Leadership Team or other adult for acknowledgement and praise during this time will not be permitted.

**Behaviour Flowcharts** *(created for session 2020/21)*

The approach that all teachers follow within school, has been amended.

Reflection is no longer an option due to staff capacity and safety measures in place for Covid-19.

The plan is shown below:

|  |  |  |
| --- | --- | --- |
|  | Step | Action |
| 1 | Reminder | A reminder of the 3 simple rules delivered privately wherever possible. This could be in picture format rather than spoken. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage. |
| 2 | Warning | A clear verbal caution (or in picture/word format) delivered privately, wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, “Think carefully about your next step”. |
| 3 | Last Chance | Speak to the pupil privately, wherever possible, and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use the 30 second scripted intervention. |
| 4 | Time Out | Time out will generally begin with in the classroom, however if further time out is required, a member of SLT will be informed and depending on the severity of unacceptable behaviour, time out will take place with either a member of support staff (if possible in a cloakroom area or other designated space) or a member of SLT (in their office). This will provide time for the child to calm down, breathe, look at the situation from a different perspective and compose themselves. |
| 5 | Repair | This might be a quick chat at a breaktime or a more formal restorative meeting. |

**If children have time out of the classroom, consideration should be given to whether parent/carers should be notified at this stage.**

If a child’s behaviour is deemed high risk (and they have an appropriate level of understanding), for example, refusing to adhere to safety measures, such as, hand washing, social distancing, remaining in their classrooms or deliberate behaviours that put themselves or others at risk, such as spitting or deliberately coughing at people. The following sanctions and disciplinary procedures could be used:

\* Immediate referral to Senior Leadership Team

\* Parents/Carers called to collect child from school immediately

**\*** Fixed term exclusion