

James Aiton Primary School



Promoting Positive Relationships & Understanding Behaviour Policy

“All Behaviour is Communication”

Rationale

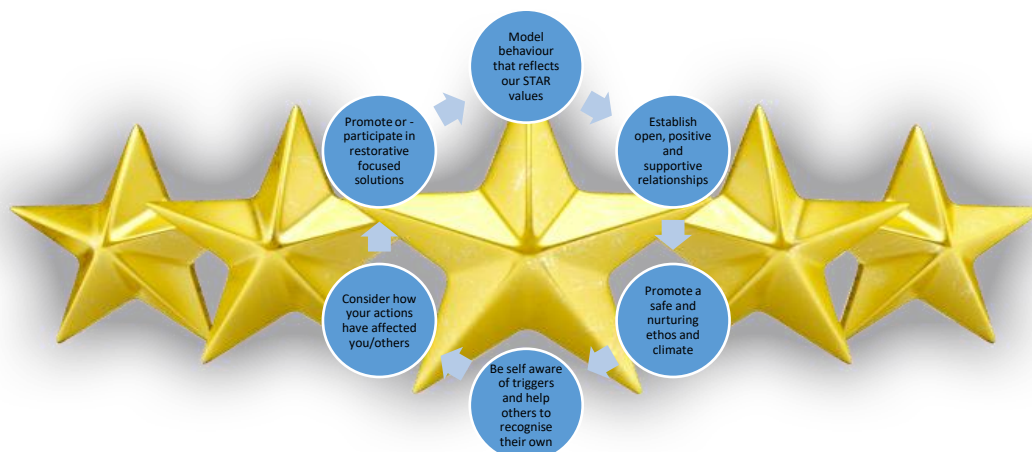
At James Aiton Primary School, we provide an inclusive community, where learners should feel safe, work together as a team, achieve their potential, respect others and be respected. For learners to achieve their full potential, they must learn in a safe and nurturing environment. Central to this are our STAR values, which form the basis of our promoting positive relationships and understanding behaviour policy.



Where learners are happy, excelling, achieving, respected and together, they are more likely to make positive choices, develop self-confidence and resilience and become successful learners. “Research has shown that a positive ethos based on mutual trust and respect has a positive impact on improving learning and behaviour” (Scottish Government and Scottish Advisory Group on Behaviour in Schools - SAGBIS, 2012).

What is expected of everyone?

To achieve a respectful, trusting and inclusive community, it is essential that learners, staff and parents/carers recognise that they have a responsibility to be proactive in promoting positive relationships and understanding that all behaviour is communication and that distressed behaviours are often responses to anxiety, confusion, vulnerability and a range of other needs. You should:



How do we help learners to manage their own behaviour?

In line with South Lanarkshire's policy, all staff have a responsibility to be proactive in Promoting Positive Relationships and Understanding Distressed Behaviour particularly in relation to the Health and Wellbeing component of Curriculum for Excellence including:

- Establishing open, positive and supportive relationships
- Promoting a climate in which all children and young people feel safe and secure
- Modelling behaviour which promotes health and wellbeing and encouraging it in others
- Being self-aware, recognising your own triggers and the impact your actions may have on others
- Using learning and teaching methodologies which promote effective learning
- Being sensitive and responsive to the wellbeing of each child and young person

In James Aiton Primary School, it is vital that we continue to promote positive behaviour by modelling appropriate behaviours to the children. Staff should do this by:



Staff recognise and reward positive behaviour in various ways using star charts, stickers, certificates, etc. Staff have full autonomy on how they acknowledge positive behaviour in classes.

VIP

Each day, class teachers identify one child to award the VIP badge to. This is in recognition of the children consistently displaying our school values and school/class rules. Children receive their green lanyard and are awarded special privileges such as first in line, first lunch, first choice of resources, etc. This is accompanied by a note home to alert parents/carers that their child has received this special award.



Bank of McGhee

To ensure consistency, our school will trial 'Bank of McGhee' – a whole school recognition system for promoting positive behaviour. This system acknowledges when children try their best in their school work, by taking on responsibility and generally demonstrating our school values.

Each class will receive a wallet containing:

- **Behaviour Bucks**
- **Chore Bucks**
- **Reward Bucks**
- **Brain Bucks**



The adults are responsible for distributing the 'money' when they observe children behaving well. Each Friday afternoon, nominated Primary 7 pupils will act as bankers to calculate how much money each class has in their yellow wallet. This will be recorded on the white ledger sheet.

In consultation with the children, the class teacher supports the pupils to identify one reward to aim for. The children will then have to achieve the value of the reward before they can have this experience. This value will then be deducted and they will start again to achieve the same/another agreed award.

Successes will be shared at assembly and on social media. STAR certificates will also be awarded at weekly assemblies and Tea with Mrs McGhee will also be offered monthly to identified 'Star Pupils'. This will be announced at assembly and the children will attend this special experience at 1:30pm on the fourth Friday of every month.

Restorative Approaches

All staff in James Aiton Primary School take a restorative approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

Becoming a restorative school has many benefits, including increased attendance, reduced exclusions and improved achievement. It can also alleviate problems such as bullying, classroom disruption, truancy and poor attendance, antisocial behaviour, and disputes between pupils, their families, and members of staff.

To be effective, restorative approaches are in place across the school. This means all pupils, all staff, senior leaders and the wider school community understand what acting

restoratively means and how they can do it. As a result, we have adopted a whole-school approach to restorative methods.

Following any incident, all staff must use the following questions with the children involved:

- ***What happened?***
- ***How did it make you feel?***
- ***How did it make the other person feel?***
- ***What could you have done differently?***
- ***What should you do now?***
- ***What will you do next time?***

These questions are also addressed within the Reflection Sheet that has been prepared to support those discussions in class or at Reflection Room. Reflections can then be discussed with the children by the adults (preferably those impacted by the behaviour) to help prevent further incidents taking place in the future. This is monitored by senior leaders weekly.

Playground Incidents - Peer Mediators

Each year, Primary 7 volunteers are trained to become Peer Mediators to help children and young people resolve any issues that may occur in the playground. The mediation process involves two peer mediators sitting in a quiet area with the children involved and finding a resolution. If the mediators feel they are not equipped to deal with the conflict, then it is referred to a member of staff. However, our mediators often find that they are able to resolve the situations themselves. Please note that physical altercations are always dealt with by a member of staff.

Mediators are required to keep a record of any conflict resolution that occurs in the playground. Due to the nature of this job and the fact that it can sometimes be demanding, support is always on hand. Monthly meetings are held to discuss which strategies are successful when resolving conflicts and any areas with which the Peer Mediators require some support.

How do we support learners exhibiting distressed behaviour?

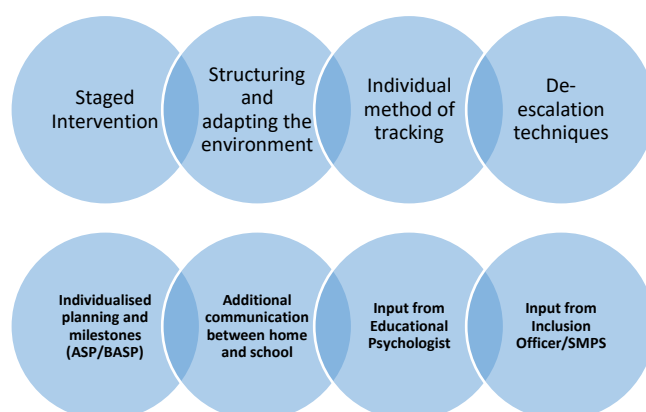
For almost all learners, whole school approaches will be appropriate and successful in supporting children to reflect on their effort and behaviour and better equip them with the skills necessary to apply themselves to tasks and achieve success.

It is essential for staff to recognise and understand that all behaviour is communication and that distressed behaviours are often responses to anxiety, confusion, vulnerability and a range of other needs. This includes children and young people with severe and profound learning needs.

Staff will work closely with learners and parents/carers to establish individual planning that focuses on the mental, emotional, social and physical triggers that may be impacting on a child's 'readiness to learn'. As a school community, we will focus on:

- ⇒ Establishing positive relationships, which enable success and achievement for all.
- ⇒ Recognising all behaviour as communication.
- ⇒ Ensuring awareness of learners' needs amongst all staff.
- ⇒ Understanding learners' behaviour.
- ⇒ Promoting and engaging in positive and restorative approaches.
- ⇒ Including learners as active participants in the process of addressing behaviour.
- ⇒ Supporting learners to manage and improve behaviour and learning.

To ensure learners' needs are met, we will work in partnership with pupils and parents/carers to achieve the aims set out above. This may take the form of:



Staged Intervention – By implementing a staged intervention approach, we can ensure that learners receive the help they require when they need it. Staged Intervention processes are an integral part of the teaching and learning process and allows staff to assess the cause of the behaviour (difficulty accessing the curriculum, environmental issues, attachment, sensory needs, etc before identifying the most appropriate support/strategies.

De-escalation techniques – When dealing with children, particularly those with social, emotional and behavioural needs, it is essential that all staff work hard to prevent situations escalating. Adults should avoid confrontational approaches. To help prevent the situation escalating, unacceptable behaviour should be addressed in a calm, firm manner. It is essential to maintain a controlled, calm atmosphere.

Planning – Where a pupil's behaviour is causing concern, consideration should be given to creating a support plan (ASP/BASP) in consultation with the pupils and parents/carers. This should be reviewed regularly to ensure the plan is effective.

Managing Crisis Behaviour

- Talk to the child/young person in a calm and reassuring manner. Keep language to a minimum in situations where this is causing the situation to further escalate.
- Keep a safe distance and respect personal space.
- Avoid prolonged contact.
- Be understanding and non-judgemental.
- Use active listening.
- Be aware of your own body language.
- Avoid shouting.
- Be clear about what is acceptable behaviour.
- Impose realistic and manageable boundaries.
- Keep calm, professional and objective.
- Follow the principle of minimum intervention – use a range of de-escalation techniques.
- Plan ahead.

How will behaviour be recorded, monitored and reported?

⇒ Learners will follow our school rules/values to manage their behaviour and effort throughout the day.

⇒ Staff will discuss successes and improvements required, using positive language related to our STAR values.

⇒ Parents/carers should monitor and discuss with their child each night, with a focus on positive language and behaviour and how best to improve.

⇒ Learners will participate in 'Reflection Time' if they receive yellow/red cards.

⇒ This should not be seen as a punishment, but rather an opportunity to focus and engage in restorative conversation on how to meet the STAR values consistently.

⇒ Attainment of colours (yellow/red) tracked and reported to SMT.

⇒ Class teachers or SMT will contact parents/carers if learners consistently attain yellow/red.

⇒ Behaviour and effort will be reflected in school reports and discussed at parents' nights.

⇒ Ongoing correspondence for learners on individual planning. Pupil voice is key.



How was our policy formed?

“All behaviour is communication.”

All staff in James Aiton Primary have received a range of training to support managing pupil behaviour. This has included MAPA training, Nurture, Trauma and Attachment-Informed Practice. Staff have also received input on South Lanarkshire’s Promoting Positive Behaviour and Understanding Distressed Behaviour policy and carry out the approaches recommended within the guidance.

In October 2021 (Recovery period), staff carried out a SWOT Analysis to determine what our current approaches to Promoting Positive Behaviour were and allow us to identify areas for improvement. This activity helped us to consider our strengths, weaknesses, opportunities and threats in relation to supporting positive behaviour in school.

STRENGTHS

- Majority of kids are very well behaved.
- Staff have received CPD in Promoting Positive Behaviour and Understanding Distressed Behaviour.
- Staff knowledge and understanding of attachment/nurture/trauma-informed practice.
- Nurture provision.
- Positive relationships between staff and pupils – nurturing ethos.
- Very skilled support staff.
- Small class sizes.
- Nurturing staff.
- Activities that engage and motivate, leading to positive pupil engagement.
- Strategies to support distressed behaviour are in place.
- Dedicated support staff.
- Staff work as a team.
- Staff support each other and share strategies/ideas.
- Our school environment – break out areas can be utilised.
- Restorative conversations with children.
- Liaison between staff.



WEAKNESSES

- Inconsistency across the school.
- Many children coming from disadvantaged backgrounds – impact of poverty.
- Lack of parental backing when discussing child’s behaviour.
- Confusion about card system and consequences in/out of classroom.
- Older children appear unphased by consequences.
- Different approaches in different classes.
- Children have missed a lot of school due to pandemic – need to relearn boundaries.

OPPORTUNITIES

- Staff keen to try new approaches.
- Flexibility in staffing.
- Reinstate Reflection Room.
- Purchase new resources.
- Recreate Golden Time to make it more appealing to children.
- Dialogue with colleagues from across Learning Community and from other agencies.

THREATS

- Recovery post-pandemic – lots of ground to make up on.
- Continuous disruption due to Covid-19.
- Staff Absence/Availability.
- Changes in family circumstances.
- The impact to a class by pupils with identified problems who disrupt and for whole a whole school approach does not have impact.

We then discussed what we considered was low-level, mid-level and high-level behaviour. As a staff, we proposed how we should manage the various levels of behaviour in school to ensure consistency.

LOW LEVEL BEHAVIOUR	
Examples of behaviour	Approach (Blue Card)
Shouting out Children disrespecting games/resources, etc. Leaving seat without permission Constantly fidgeting with bottle Chatting during teaching time Answering back Talking during tasks Hitting self with bottle Verbally annoying another child Smirking when being warned Not remaining on task Poor listening skills	Remind child to put hand up/class rules Group/personal points Quiet chat (at desk/outside classroom) Remove bottle/object Work at separate table Loss of privileges - Golden Time/Buddy Time Move to concentration station to help refocus Move seat/desk Class lesson on respect/friendship, etc. Offer 'thinking time' Miss soft start time Promote the positive Consider reasons for the behaviour – does the child need a fidget toy? Ear defenders? Brain breaks? Offer a warning, followed by a reminder of what is expected. Complete Reflection sheet in class/at home Finish off work at home

MID-LEVEL BEHAVIOUR	
Examples of behaviour	Approach (Yellow Card)
Persistent low-level behaviours – failure to adhere to warnings Refusing to follow instructions Constantly answering adult back Swearing Arguing with adults/peers in class Kicking objects/resources Consistent disrespect Refusing to take responsibility despite being witnessed Leaving class without permission Being disrespectful to/about adults	Morning interval in Reflection Room Complete Reflection Sheet/letter of apology Class teacher to speak with parent to indicate that behaviour is persistent/has escalated




HIGH-LEVEL BEHAVIOUR	
Examples of behaviour	Approach (Red Card)
Violence towards adult/child Throwing furniture Leaving school Bullying Spitting on someone Throwing objects to deliberately hurt someone Homophobic, racist or sexist remarks. Deliberately breaking resources	SMT to inform parent/carer 2+ morning intervals in Reflection Room (SMT to decide based on the severity of the incident) Complete Reflection sheet Engage in Restorative conversation with person impacted Incident logged on file/SEEMIS Behaviour Chart – school/home CONTINUOUS EXTREME BEHAVIOUR Offer Nurture support Introduce BASP Referral to other services – Behaviour Support, Educational Psychologist SMT – complete Wellbeing Assessment Referral to IAF – consider alternative placement

Promoting Positive Relationships : Proposals for whole school approach 2021/2022

Be Ready,

Be Respectful,

Be Safe

All relationships are underpinned by our core values	Visible Consistencies	Going 'Above and Beyond'
<p>Success Teamwork Achievement Respect Smile</p> 	<p>Card System (Green, Blue, Yellow, Red) Legendary Lines Wonderful Walking Values Certificates Morning Meet & Greet Class Points/Tokens/Bank</p>	<p>Star of the Month Tea with Mrs McGhee Over & Above Board in each class Golden Table - Friday Certificates and Stickers VIP lanyards Phone calls home +</p>
Consistent Language	Recognition Time	Reflect and Repair
<ol style="list-style-type: none"> Remember our rules/values. Are you following them? I need to remind you that our rules/values remind us how we should treat people. I am disappointed that you haven't displayed our school values/followed our school rules. You have been given a ___ card. 	<p>5 minutes per day (bonus 5 minutes on a Friday if no time out)</p> <p>Weekly 'Recognition Time' in class</p> <p>Super Golden Time (Monthly)</p> <p>No visible displays or charts</p>	<p>What happened? How did it make you feel? How did it make the other person feel? What could you have done differently? What should you do now? What will you do next time?</p>

PROMOTING POSITIVE RELATIONSHIPS AND UNDERSTANDING DISTRESSED BEHAVIOUR

How did we create our policy?



Consultations: Pupil Surveys Parent Surveys Staff SWOT Analysis	References: <u>Scottish Government</u> <ul style="list-style-type: none"> • Respect for All, 2017 • Developing a Whole School Positive Ethos & Culture, 2018 • Better Relationships, Better Learning, Better Behaviour, 2013 <u>South Lanarkshire Council</u> <ul style="list-style-type: none"> • Promoting Positive Relationships and Understanding Distressed Behaviour, 2019 • Treat Me Well, 2018 • Framework for Inclusion & Equality, 2018 <u>Paul Dix</u> When the Adults Change, Everything Changes
Awareness Raising: Staff CPD Whole School Assemblies Pupil Committees RSHP lessons Class Charters, Lessons & Discussions Parental Correspondence	
Draft Published: April 2019 Revised: 2021 (During Covid Recovery) Review: 2023/2024	

YOU SAID...	WE DID...
There is inconsistency across the school in relation to how the school tackles relationships and behaviour.	Following consultation, we have created a clear policy to ensure that all stakeholders know what is expected and ensure a consistent approach is implemented across the school.
Parents/carers lack understanding when it comes to the school's approach to managing behaviour.	We have created a one-page blueprint to share with our families and have communicated our policy via newsletters and social media.
The same children are always in Reflection.	We are tracking and monitoring the children who are coming into reflect and creating individualised plans to support children and understand the triggers for their behaviour. Alternative options for playtime are being considered, ie use of ICT, Nurture garden, clubs, etc.

