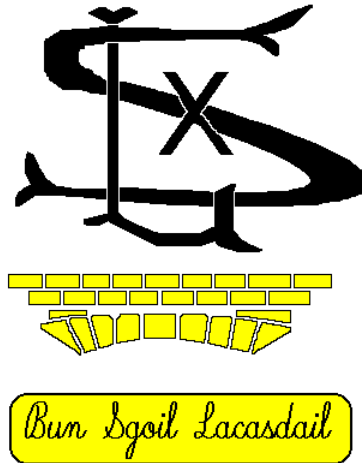


LAXDALE PRIMARY SCHOOL



POSITIVE BEHAVIOUR AND RELATIONSHIP POLICY

MARCH 2022



Purpose of the Policy

After consulting with parents and pupils through questionnaires and discussions, the following policy has been written to provide clear guidance for staff, pupils and parents to ensure a consistent approach across the school. The school provides a nurturing ethos for all pupils to ensure they feel safe and cared for in school. Pupils are listened to and their thoughts and views are taken in to account. In Laxdale Primary, the child is at the centre of everything we do.

PROMOTING POSITIVE BEHAVIOUR - Behaviour and how it is dealt with, is important to all staff across the school. Promoting and rewarding positive behaviour is encouraged with all pupils. Pupils receive House Points for helping others, showing kindness and generally being well mannered and completing their work. Recognition is given for good behaviour when pupils represent the school e.g. school trips, swimming lessons, sports festival events etc. Positive behaviour is promoted through the school

The Decider Skills approach is used throughout the school to encourage and promote positive behaviour. They are based on CBT (Cognitive Behaviour Therapy) and designed to equip children with the necessary skills to manage their emotional and mental health. A consistent approach ensures behavioural incidents are de-escalated and managed more confidently by staff. The Decider Skills programme has been shared with parents through workshops and shared with pupils during Assembly time and within the classroom.

SCHOOL VALUES – The School Values of Teamwork, Respect, Equity, Friendship and Kindness are regularly discussed with pupils and referenced in class and at Assembly. These values underpin the ethos within the school for staff and pupils. Behavioural expectations are reinforced regularly by all staff, and pupils get regular reminders of how they should behave towards peers and staff.

SCHOOL AWARDS – The school promotes positive behaviour through the School Awards which we continue to work towards and participate in. The Gold Sports Award and Rights Respecting School Silver Award encourage positive behaviour across the school. The Green Flag Eco Award also promotes positive behaviour within the school and while outdoors in the local environment

THE RIGHTS OF THE CHILD – Laxdale Primary School is a Rights Respecting School. Actions and decisions affecting children are rooted, reviewed and resolved through rights. Children, young people and adults collaborate to develop and maintain a school community based on equality, dignity, respect, non-discrimination and participation; this includes learning and teaching in a way that respects the rights of both educators and learners and promotes wellbeing. All pupils have the right to feel safe in school and the right to be protected. This is discussed regularly with pupils and the core of all expectations from staff.

Article 3 (*best interests of the child*) *The best interests of the child must be a top priority in all decisions and actions that affect children.*

Article 12 (*respect for the views of the child*) *Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This*

right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

Article 28 (right to education) *Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this*

CLASS LEVEL - Class teachers are experienced in dealing with behaviours that take place within the classroom or playground. Issues can be resolved among pupils using a restorative approach which all staff have been trained to use. All pupils involved in an incident are given the opportunity to speak and to tell their side of the story. Many incidents are resolved quickly and pupils and staff are able to move on and continue with teaching and learning. Sanctions for unacceptable behaviour are put in place by the class teacher. If incidents/behaviours are deemed more serious the Head Teacher is informed. Discussion will take place between the pupil and the Head Teacher. Pupils will be reminded of acceptable behaviour within school and appropriate consequences will be sanctioned.

INFORMING PARENTS – Parents will be informed if their child has displayed unacceptable or challenging behaviour in school. Some incidents are reported to parents by the class teacher via SEESAW message, email or a telephone call. The Head Teacher will contact parents for more serious incidents that have been reported and dealt with. Parents may be asked to meet with the Class Teacher or Head Teacher to discuss their child's behaviour and to plan the way forward.

If a child has experienced negative or unacceptable behaviour towards them, they will be given an opportunity to explain what happened to them and they will be comforted by staff if required. Parents will be informed of their child's involvement either by the class teacher or by the Head Teacher if it is deemed more serious.

CONSEQUENCES – The school will decide on appropriate consequences depending on the seriousness of each incident. Sanctions include:

- Missing break time with friends
- Cleaning/tidying/sorting – if they have made a mess
- Writing a letter of apology
- Working with the Head Teacher to think about improving behaviour (written or discussion) and how to make things right
- Supervised collaborative work with another pupil (if relations have broken down)

If there are more serious behavioural incidents, parents will be asked to meet with the Head Teacher. Exclusion may have been explored and will be discussed with parents. Staff will complete an exclusion checklist to determine whether or not a child should receive an exclusion from the school. Exclusion can take the form of an internal sanction within the school or an external exclusion where the pupil will be told to stay at home for an arranged number of days. The Head Teacher will follow procedures as outlined in the *CNES Policy on*

Managing Behaviour in Schools, February 2020. An exclusion is considered carefully in consultation with the Executive Head Teacher, Head of Education - Mr Donald Macleod and/or Educational Psychologist (if appropriate). Before returning to school the pupil and parents will meet with the Head Teacher to agree a plan and to discuss expectations.

NURTURE CLASS – The Nurture Classroom (The Bay) was established in January 2022 to broaden the impact of a nurturing approach already established throughout the school. Pupils can access the Nurture Class on both an individual and small group basis. There are pupil-led learning activities during the week as well as planned, structured practical activities. The setup of the room and all activities are designed to be non-threatening and enjoyable. Incidental learning in terms of social and communication skills will be capitalised on as situations occur.

Supporting children with emotional regulation strategies and developing emotional literacy skills will be a focus throughout. An ethos where children feel relaxed and able to share any successes, positives, worries or concerns will be developed as they learn through play. The aim of the Nurture Class is that behaviour will be positively impacted.

BEHAVIOUR SUPPORT PLANS – These are written for pupils who require intervention with their behaviour. Plans are shared with pupils, parents, support staff and class teachers. The purpose of the plan is to support the pupil to manage their behaviour more appropriately and for staff to adopt a consistent approach.

RISK ASSESSMENTS – Risk Assessments are written for pupils whose behaviour may cause a risk to themselves, to other pupils or to staff. Risk Assessments are shared with parents and staff to ensure a consistent approach when responding to specific behaviours.

INCIDENT REPORTS – Serious incidents that occur are reported to the Local Authority via an online reporting form. Pupils are named and incidents detailed. These reports provide a record of concerns and can be referenced when making decisions about a pupil.

PUPIL LEADERSHIP ROLES – pupils are encouraged to take on leadership roles at all stages. P7 House Captains, Sports Council and Eco Leaders encourage positive relationships and behaviour at all times. Planned activities and events are led by pupils to promote the school values of Teamwork, Respect, Equity, Friendship and Kindness. The leadership roles ensure there is a strong pupil voice within the school to instil positive behaviour.

