



Lennoxton Primary School

Positive Relationships and Behaviour Strategy

Co-operation, Creativity, Honesty, Inclusion, Kindness, Respect

Rationale

At Lennoxton Primary and Nursery it is our shared vision that our children, staff, families and the community work together to provide a happy, safe and nurturing learning environment for all. It is our aspiration that all of our children are given every opportunity to achieve their full potential and in doing so are motivated and confident in meeting the challenges of learning, life and work.

A Nurturing approach and ethos underpinned by the Nurturing Principles are proven to have a positive impact on wellbeing, attainment and behaviour. Our school ethos exemplifies the Nurturing Principles and we provide an environment where the following principles are reflected;

- ❖ Children's behaviour is understood developmentally.
- ❖ The classroom offers a safe base.
- ❖ Nurture is an important part for the development of wellbeing.
- ❖ Language is a vital means of communication.
- ❖ All behaviour is communication.
- ❖ Transitions are important in children's lives.

As a school team we pride ourselves in our commitment to meeting the needs of our children and we work tirelessly to support them in becoming the very best versions of themselves possible. As a school community we share the values of **Respect, Honesty, Inclusion, Co-operation, Creativity and Kindness** and we seek to represent these values in our day to day interactions in and beyond our school and nursery. Through strong relationships and partnership we strive to meet the following aims;

- To work together to create a safe, happy, nurturing environment for all to learn.
- To raise children's standards of attainment and achievement through providing a range of effective learning and teaching approaches which are stimulating, motivating and meet the needs of all learners.
- To ensure that all children aspire to reach their potential and feel a sense of achievement in all that they do.
- To nurture a growth mind-set ensuring all children are confident and motivated to contribute to lifelong learning and the wider world of work.
- To encourage creativity and independence in all learners and ensure everyone feels valued, respected and has the capacity to compromise.
- To promote the importance of strong partnership between home and school and with the wider community through regular communication and planned activities.

We strive to ensure that all learners are included, engaged and involved in the life of the school. Our staff challenge discrimination and support all pupils without judgement or prejudice. Our ethos enshrines the key principles of inclusion and all staff actively work to ensure that children experience a positive, welcoming and safe environment. We make adjustments to the curriculum and/or physical environment in order to meet the needs of all of our pupils.

Promoting Positive Relationships and Positive Behaviour Choices

In order to promote whole school approaches to promoting positive relationships and behaviour, the following is in place;

- A whole school shared understanding of the school's vision, values and aims;
- House system
- Class charters, incentives and rewards
- Agreed behaviours for playtimes
- Restorative approaches
- Self-regulation strategies
- Leadership for all
- Staged intervention model for managing behaviour

Our whole school charter is highly visible in the school hall and learning and teaching areas. It ensures that expectations are clear and consistent across the school as follows:



Our house system promotes positive relationships and behaviour by instilling a sense of identity, belonging and teamwork. Pupil House Captains lead and encourage house

members across the school. House rewards and points are displayed on our House Board. All members of staff award house points to recognise and reward achievement, our values and positive behaviour choices. We celebrate our House assembly monthly and award individual pupils for recognised achievements. At the end of the school session, the winning house receives our school House trophy. Expectation of **Respectful** conduct out with the classroom is the responsibility of all members of staff and there are clear visuals around the school to support and reinforce understanding.

Class Charters, Incentives and Rewards

Staff have worked with the children in their class to agree class charters. These charters are displayed in each class, referred to and reviewed regularly. Our charters are based on positive statements and the children have ownership of the chosen language.

Outdoor areas

Pupils are adequately supervised during outdoor learning activities and expectations around relationships are explicitly shared as part of planning and sharing learning with pupils. Play leaders have been trained by our Active Schools Co-ordinator and take responsibility for leading on games in the playgrounds.

Playground

Adults who support and supervise in the playground ensure that they:

- Remain in allocated zones;
- Are highly visible to all pupils and each other;
- Apply positive intervention strategies to support all pupils to have a positive play experience;
- Use house system points and golden tickets to reward positive choices and play;
- Prioritise pupils who need specific support strategies outdoors;
- Report concerns to the class teachers or a member of the leadership team using agreed protocol.
- We have buddies for p1
- We have p6/7 play buddies

Restorative Approaches

We use a variety of restorative approaches to support everyone in our school community to problem solve in a solution focused way. Restorative approaches are very effective when harm has been caused as they provide a framework for adults and pupils to discuss what has happened, the impact or effect of this and plan a clear way

forward together. A restorative approach is all about relationships – making, maintaining, and, when necessary, repairing relationships.

Self-Regulation

Self-regulation is the ability to recognise emotions and manage responses and behaviour. Staff will support pupils to self-regulate by:

- Modelling self-reflection and self-awareness;
- Reinforcing consistent messages about respect and communication;
- Teaching self regulation skills across the curriculum (Health and Wellbeing PATHS programme, RELAXKIDS);
- Self regulation planning with pupils. This involves having a one to one conversation with a pupil to identify a goal, a step by step plan for success and a clear understanding of what success looks like, people who can help and a review time.

Leadership for All

Wet plays

Wet playtimes are supported by class monitors and the Support Team. On occasion when there is a wet interval, all pupils are settled in a seated area (at a desk or in a designated area) with an agreed activity, the organisation of this takes place at the point of the warning bell. Pupils are not permitted to move around the room freely and will follow normal processes around accessing the toilet during wet break.



Roles and Responsibilities

Pupil Role

Our children are encouraged to be the best versions of themselves every day and represent our school values. Pupils are responsible for;

- Being active listeners
- Supporting one another, particularly if someone is upset
- Looking after our school and playground
- Working as hard as possible
- Never giving up!

Teacher's Role

The teacher is the main influence in creating a positive environment in class by:-

- using a range of strategies to communicate clear expectations to all learners
- adopting a consistent approach and adhering to the agreed policy for promoting positive relationships and behaviour
- setting high but achievable expectations for children's learning
- sharing learning intentions and success criteria prior to teaching
- encouraging active participation and responsibility for learning, including opportunities for self-evaluation and reflection
- offering a balance of appropriate learning experiences for all
- positively reinforcing good work/effort/behavior that is demonstrative of our school values

Specialist/visiting teachers

Specialist Teachers/visiting teachers have access to our policy.

Parents/Carers

Our school ethos and vision of shared values is dependent on positive and productive partnerships with parents/carers. We all have shared responsibility in supporting our children to become the very best version of themselves possible. If parents have concerns regarding wellbeing/discipline (or any information they wish to share regarding home circumstances that may influence their child) they should feel comfortable in discussing this with the teacher and member of the senior management team.

Children should be encouraged by parents to come to school with a willingness to co-operate with others and accept responsibility for their own behaviour. Parents should ensure that their children know the standard of behaviour expected of him/her in

school and understand the consequences if they are not able to follow school rules.

Staged Intervention Model for Managing Behaviour

Our strategic plan for managing behaviour is based on a three level response strategy. Within each level, there is a shared understanding of what behaviour looks like and how the behaviour should be responded to. Responses and sanctions must be proportionate and effect positive change.

Level 1 - Low level behaviour is managed by class teachers in the first instance, and positive behaviour strategies/individual reward charts are used to support this. The Head Teacher and Depute Head Teacher will be made aware of continued low level behaviour when there is limited or no improvement through class based strategies. Interventions are established to deal with low level behaviour at classroom level in the first instance and strategies are shared with parents where appropriate.

Level 2 - More challenging behaviour is managed by the Head Teacher and Depute Head Teacher and fed back through other staff and parents/carers to ensure that responses and interventions are effective. Challenging behaviour interferes with learning and teaching and can be harmful to the child, other children and adults. The school is committed to meeting the needs of all and will work strategically to support children when they are struggling.

Level 3 - High tariff behaviour is escalated to the Head Teacher and Depute Head Teacher immediately through the use of our in house communication system. This level of behaviour is behaviour that would be considered as posing immediate risk and requires a high level response. It is often sudden and unexpected. Children who display high tariff behaviour may require support and assistance from education partners and other agencies.

How do we Support each level?

Level 1

If a child displays persistent, low level behaviour in the class, staff will take time to consider what the learning and teaching experience is like for the pupil, with a view to intervening with modifications. Teachers will give careful consideration to differentiation:

'Differentiation involves adapting learning, teaching and assessment to meet the learning needs of individual children. It is not a single approach but includes a number of elements, for example modifying content, processes and products, or the wider learning environment. It is an integral part of learning and teaching.'

Education Scotland Knowledge into Action, 2015

Level 2 is managed by SMT. At this point the following action will be taken:

- Step 1 - Give an immediate response to minimise risk to the child and others. This might involve supporting the child to get to a safe/quiet space.
- Step 2 - Investigate what has happened and decide on next steps/sanctions. Options include a modified plan for learning and play, internal exclusion, restorative conversation, self regulation plan, remove privileges, and identify opportunities to support through the curriculum, daily/weekly check in meeting, allocation of an identified adult.
- Step 3 - Communication with parent/carer. SMT will decide whether a phone call or invitation to a meeting is the best way forward.
- Step 4 - Record in pastoral notes.
- Step 5 - PARENTAL LETTER - parents will receive a letter outlining supports discussed where appropriate.

Level 3 is managed by SMT. At this point the following action will be taken:

- Step 1 - Give an immediate response to the behaviour to ensure that everyone is safe and to minimise risk to the child and others.
- Step 2 - Communicate what has happened to parent/carer as soon as possible and ask them to attend immediately.
- Step 3 - Gather and record information on pastoral notes.
- Step 4 - Decide on sanctions/next steps. These include internal exclusion, fixed term exclusion, pupil risk assessments, close supervision plan, pupil management plan.
- Step 5 - Senior leadership team **may** report incident to the QIO or submit a request for assistance to education partner or external agency (Link educational psychologist, EDC wellbeing support team, CAMHS).
- Step 6 - Issue Level 2 letter to parents/carers. Schedule follow up meeting with parents/carers and child to agree clear targets and a plan for reviewing these.