



Currie Primary School

Positive Relationships Policy

Better Relationships, Better Behaviour, Better Learning

August 2014

FOREWARD

This policy sets out the vision, aims and values of Currie Primary and the procedures that are in place to ensure a consistent approach to improving relationships and behaviour across the whole school community that consider children's rights in accordance with the United Nations Convention on the Rights of the Child (UNCRC).

Developing good relationships and positive behaviour in the classroom, playground and wider community is essential for creating the right environment for effective learning and teaching. Where children and young people feel included, respected, safe and secure and when their achievements and contributions are valued and celebrated, they are more likely to develop self-confidence, resilience and positive views about themselves. This applies equally to all staff in the learning community.

The vision, aims and values of Currie Primary reflect local and national policies, which focus on rights, respect and learning based on improved relationships, staged interventions, engagement, motivation, and emotional wellbeing. This policy has been written in line with the Scottish Government's publication Better Relationships, Better Learning, Better Behaviour (2013) and the City of Edinburgh's Better Relationships, Better Behaviour, Better Learning Strategy (2013)

There are two key policy drivers supporting the development and promotion of positive relationships in establishments - Curriculum for Excellence (CfE) and Getting it Right for Every Child (GIRFEC).

RATIONALE

Within CfE all staff are expected to be proactive in promoting positive relationships and behaviour in the classroom, playground and the wider school community. There are specific experiences and outcomes in Health and Wellbeing that are the responsibility of all practitioners, who have a role in:

- Establishing open, positive, supporting relationships across the community, where children and young people will feel that they're listened to, and where they feel secure in their ability to discuss sensitive aspects of their lives.
- Promoting a climate in which children and young people feel safe and secure.
- Modelling behaviour, which promotes health and wellbeing and encouraging it in others.
- Using learning and teaching methodologies, which promote effective learning.
- Being sensitive and responsive to the wellbeing of each child and young person.

All staff share a responsibility for identifying the care and wellbeing needs of children and young people. Children's wellbeing is at the heart of GIRFEC. This means focusing on the wellbeing of every child to ensure they are safe, healthy, achieving, nurtured, active, respected, responsible and included (the SHANARRI indicators).

* The term 'Positive', used throughout this policy, is synonymous with 'Healthy'. Positive relationships build and maintain an individual's emotional, mental and social health and wellbeing.

VISION, AIMS AND VALUES

Vision Statement

Currie Primary School is committed to working in partnership to ensure that our children have the best start in life and are ready to succeed. Fundamental to this are good relationships within a positive ethos and a climate of mutual respect and trust based on shared values across communities. Inclusion, engagement and involvement are the key principles underpinning our work in ensuring this. Our school's vision statement reflects each of the wellbeing indicators, which are described on the wellbeing wheel. As a Rights Respecting School our vision, aims and values are set in accordance with the UNCRC.

Our vision statement below illustrates our beliefs and values.

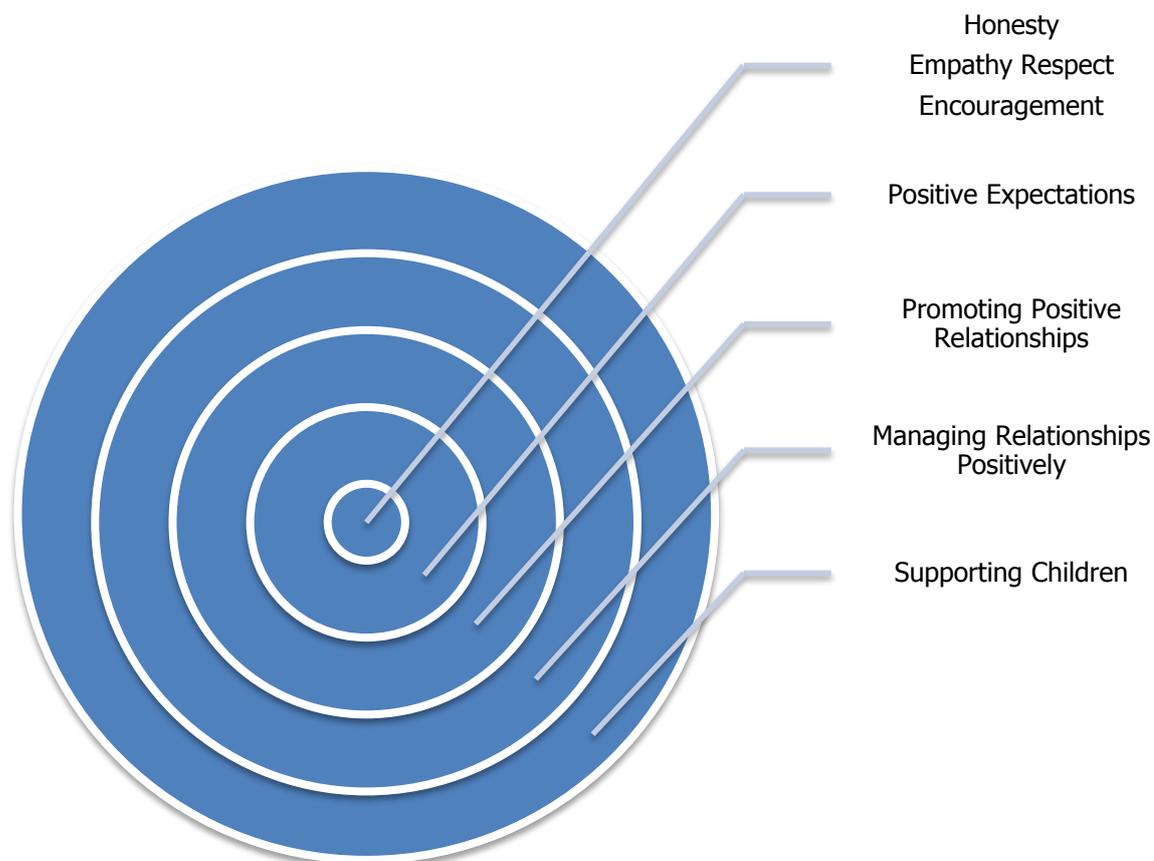
- S** - In Currie Primary, we believe that every child has the right to live and learn in an environment that is safe, secure and free from harm. **(Article 19, 33)**
- H** - In Currie Primary, we believe that every child has the right to feel happy and to develop the knowledge and skills required to make healthy, safe choices. **(Article 24)**
- A**- In Currie Primary, we believe that every child has the right to receive the support that they need in order to reach their full potential and to make progress in the knowledge, skills and personal qualities required to unlock further opportunities for learning. **(Article 28, 29)**
- N** - In Currie Primary, we believe that every child has the right to belong to a nurturing and stimulating home, school and local community where they can live and learn. **(Article 5, 27)**
- A** - In Currie Primary, we believe that every child has the right to access a wide range of opportunities for physical activities, which are enjoyable and contribute to building an active, healthy lifestyle. **(Article 31)**
- R** - In Currie Primary, we believe that every child has the right to have their voice heard when decisions about their wellbeing are being made. **(Article 2, 12, 13)**
- R** - In Currie Primary, we believe that every child has the right to develop the skills and personal qualities needed to contribute responsibly, as part of the wider community. **(12, 14, 15)**
- I** - In Currie Primary, we believe that every child has the right to be accepted and valued within a community that promotes equality and celebrates diversity. **(Article 18, 23)**

Our Aim

This policy aims to support and challenge all staff in its implementation and it outlines our school's approach to the following areas:

- 1. Positive Expectations:** Our school's Code of Conduct and its role in how we communicate our vision of positive relationships.
- 2. Promoting Positive Relationships:** The proactive measures we take in order to establish opportunities for positive relationships to thrive.
- 3. Managing Relationships Positively:** The active skills we use to manage, protect and repair relationships.
- 4. Supporting Children:** The reactive whole school framework for meeting the Additional Support Needs of children, including those children who are experiencing social and/or emotional difficulties, which may result in disruptive patterns of behaviour and unhealthy relationships.

Our Values



The School Community has identified the following values on which we base all of our decisions.

We believe in: Honesty, Empathy, Respect and Encouragement

1. POSITIVE EXPECTATIONS

Currie Primary School Code of Conduct

This is the vision we have for conduct within our school.

- Respect yourself and others.
- Respect your environment.
- Responsibility for your actions.

The Code of Conduct is intentionally simplistic in language and can be applied to all stages. The primary aim of following the Code of Conduct is to ensure positive relationships between everyone within our school community. It applies consistently across all areas of our school; in classrooms, in the playground, in the corridors and in the dining hall. It is a Code of Conduct that will be modelled by the staff within our school and staff should reinforce these high expectations in a firm, fair and friendly manner.

Within each class, staff should engage children in regular discussion and activities related to the Code of Conduct. Classes should devise Class Charters that reflect each aspect of this code. Children

should be engaged in age/stage appropriate discussion about the reasons why these rules exist; to ensure the school is a happy, safe place for everyone to be.

2. PROMOTING POSITIVE RELATIONSHIPS

A positive, shared responsibility

It is both the individual and collective responsibility of all staff within our school to promote positive behaviour. We have devised a whole school approach, which reflects this and is centred on a reward scheme that actively involves all staff in identifying, praising and rewarding positive behaviour. By giving positive attention to positive behaviour, we are telling children that we value its importance.

The reward scheme will be intentional in its approach; creating daily opportunities for positive, proactive interactions (rather than negative and reactive confrontations). It builds on the existing strong ethos within the school, where staff regularly praise and encourage children. Learning to 'behave well' is like any other learning. Teachers should lead the delivery of high quality learning and teaching which specifically sets out to teach children the specific behavioural skills required to be confident individuals, effective contributors, successful learners and responsible citizens.

The 'Health and Wellbeing Working Party' will help to establish which resources reflect our four core values and, where required, support the development of other programmes of study which address areas of identified need such as 'Conflict Resolution', 'Peer Mediation' and 'Understanding Rights and Responsibilities'. High quality Circle Time should also be a regular feature of every classroom to help create a culture of sharing feelings, thoughts and ideas for improving the behaviour of everyone in school.

Whole School Reward Schemes

School Houses

Currie Primary has three Houses: **Golden Eagles, Otters, and Pine Martins**. Every child and member of staff belongs to one of the three Houses. Children from P7 are invited to stand for election as House Captains and Vice House Captains, and are elected by the remaining children within the school. House Points are awarded for behaviour that reflects our Code of Conduct and is accompanied with praise that clearly indicates the specific behaviour that has earned the recognition. Such as "that was kind and caring and has made him/her feel much better" or "I'm pleased you have let others learn" or "that was a safe choice" instead of "you've been good" or "excellent behaviour" comments should, where possible, be more specific. The Pupil Support Assistants will take responsibility for managing this system and will collect and total the House Points at the end of each week. All members of staff can award House Points anywhere within the school community and these will be collected after break on a Friday. The winning house will be announced by the PSAs with help from a member of the House Council, at the weekly Assembly. There will be recognition of the achievements each term, and the winning House will be presented with the House cup and enjoy a special event. House Assemblies will be held once per term to promote and encourage group identity. House Points should only be awarded and never taken away and staff should, where possible, opt for awarding House Points in a subtle, rather than overtly public manner.

Golden Time and Options

With the vision, aims and values of the school in mind the children will earn both Golden Time (Primary 1 – Primary 2) and Options (Primary 3 – Primary 7). As with House Points, time will be awarded for behaviour that reflects our Code of Conduct. This will ensure that the ethos remains positive and that it is the positive behaviour that is being recognised and rewarded and not the

negative behaviour.

The Class Teacher will manage Golden Time within class and a 'Golden Time Chart' should be displayed so that the children can see how they move towards their Golden Time. At the end of each day the class teacher should tell the children if they have earned their time and should move the children up the chart. Golden Time will last for 30 minutes and the Class teacher should provide a range of suitable activities. For those children who do not earn all of their Golden Time then a restorative conversation should be held with the child so he or she understands how they can improve their behaviour.

Options will allow children from P3 – P7 to come together and take part in a wide range of fun and rewarding activities. School staff will each run an activity that will last for a block of five-weeks and children will sign up for an activity block of their choice. Options will take place on a Thursday afternoon from 2.30pm – 3.10pm and will last for forty minutes. Children will earn five minutes for good behaviour each morning and afternoon, running from Friday morning to Thursday morning. If a child earns twenty-five minutes then they will be able to take part in Options. On the rare occasion that a child does not earn the required time they will have a restorative meeting with a member of the SLT to discuss their behaviour.

Class-based Points Systems

Individual class teachers may wish to develop an individual or group points system with their own classes. These systems may be unique to each class and may be developed in consultation with the children. However, the following features should form the basis for all class-based 'points systems'

- Points should only be awarded and never taken away. The focus should be on the positive behaviour and reward those children who are behaving well.
- Children should be clear on what behaviours earn points; a focus may be chosen to help the children target a particular behaviour. These should be displayed clearly within the classroom.
- Teachers should make it clear to support staff how the points system in their class operates.
- If using a group points system then care should be given to ensure children within each group support their fellow group members in attaining points. The focus should be on a collaborative approach and collective responsibility.
- Stamps, stickers and class certificates can also be used to acknowledge and reinforce positive attitudes to work/behaviour.
- Class Teachers should provide a short, description of their system with their class Forward Plan (or on clear display within the classroom) to inform visiting staff. These systems should reflect the four core values of honesty, empathy, respect and encouragement.

This whole school approach will allow all staff to use the system irrespective of the class or area of the school in which they are working. It has been devised as a result of identifying best practice within the school; those systems which most accurately represent our Core Values of Honesty, Empathy, Respect and Encouragement. Rewards should, of course, be motivational, but also moderate; we do not want to create a culture of behaving well simply to attain a reward since this takes us further away from the real reasons for following the Code of Conduct.

Developing Independence In Dealing With Problems

Children are taught three steps for dealing with a problem that arises. The steps provide the pupils with a way of managing their disagreements as well as knowing where and when they should ask for assistance. Pupils know to:

- Ask the person to stop the behaviour and state that they don't like it
- Give the person a warning and walk away

- Inform a member of staff

Achievements and Responsibilities

The pupils are encouraged to take responsibility for their learning, behaviour and achievement and to contribute effectively to the wider school community. We maintain a positive ethos and create an environment, which allows them to develop into responsible citizens. All children in the school are members of a ‘Council’ and take part in regular meetings aimed at improving the life of the school and wider community.

The pupils are also given responsibilities that may be classroom based, such as class helpers and messengers, or school based, such as Eco Police and lunch monitors. Each pupil in P6 has a P1 buddy, while P7 children buddy the P2 children.

We recognise that the pupils learn and achieve a great deal in and out of school. Wider Achievement is celebrated and an allocated display board is a prominent part of the school. Records of Wider Achievement are kept in class throughout the school in different formats. The pupils’ Achievements are celebrated regularly in assemblies and on the school website, through the school newsletter.

3. MANAGING RELATIONSHIPS POSITIVELY

A positive, shared responsibility

It is both the individual and collective responsibility of all staff within our school to manage children’s behaviour. Therefore, all staff members require the knowledge, understanding and confidence to manage behaviour effectively and in line with our vision, aims and values. We recognise that exposure to patterns of ‘challenging behaviour’ even those considered to be ‘low level’ can have a significant effect on the emotional wellbeing of staff and other children.

Our approaches should also demonstrate an explicit attempt to enable children to take responsibility for their own behaviour. This is a long-term goal, but needs to begin with children on entry to nursery and carry on in an age/stage appropriate way throughout their time at school. In this way we are contributing to children’s Emotional Intelligence:

- Self awareness (ability to recognise their own feelings)
- Self management (ability to manage these feelings positively)
- Awareness of others (ability to recognise the feelings of others)
- Relationship management (ability to manage their relationships)

We recognise the link between effective learning and teaching and managing behaviour. The school’s approach reflects the local authority’s Better Relationships, Better Behaviour, Better Learning strategy. There is a clear understanding that better learning leads to better behaviour.

Responding to Misbehaviour

When we respond to children’s misbehaviour it is essential to minimise unnecessary confrontation. We can respond assertively, but not aggressively. This serves the important purpose of modelling responses to conflict that we wish to develop in our pupils. This can be very challenging, especially where the accumulative effect of misbehaviour can affect our ability to react rationally. However, we must lead by example. A range of responses will be required to reduce the likelihood of repeated undesirable behaviour.

The School Code of Conduct should always form the reference point for all follow-up work with children who break the code of conduct ranging from low-level to more serious incidents. We judge the **behaviour** and not the **child**. Private rather than public reprimands should be used to maintain the child's self esteem and positive relationships between all involved.

Restorative Approaches

A 'Restorative Approach' to managing behaviour has been introduced and these strategies have been chosen because they are closely aligned with our four core values as a Rights Respecting School. It allows us to maintain the positive relationships that lead to improved behaviour and improved learning. Restorative Approaches to dealing with challenging behaviour and conflict:

Focuses on **building** and **repairing** relationships

... rather than ...

Managing and **controlling** behaviour

Restorative Approaches are based on four key features:

Respect	listening to other opinions and learning to value them
Responsibility	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 that behaviours are not repeated
Re-integration	working through a structured, supportive process that aims to solve the problem

Restorative Approaches are:

- Built on positive relationships
- Free from blame, shame, guilt and regret
- Child-centred
- Solution-orientated
- Equal, Fair and Just
- Meaningful with clear steps, rules and boundaries
- Linked to people's needs – loving, powerful, playful and free

The Restorative Approaches Overview (appendix I and appendix ii) provides additional information and a framework for managing relationships positively. This introduces Solution Generating Steps (appendix iii) that sets out a range of questions that can be asked in order to manage a conversation that leads to a positive resolution. These principles connect very closely with our own school values of honesty, empathy, respect and encouragement. Through Restorative Conversations, consequences are agreed as part of the process of repairing any harm that has been done. In some cases this might be done as part of an individual reflective activity using the 'Pupil Reflection Sheet' (appendix v).

Prompt cards (appendix iv) are provided for all staff to help reinforce the key features of this approach to managing behaviour. These strategies are best used to address low-level disruption, although can be effective in responding to more challenging situations since they are based on positive communication and meeting the immediate emotional needs of the child at that particular time.

Knowledge of the child and the existence of a positive relationship will aid the effectiveness of these strategies. This is not intended to be an exhaustive list and staff should identify and utilise the

strategies they currently use which reflect our core values and have a positive impact on the behaviour of children.

Consequences

When we respond to misbehaviour, we can impose **immediate** or **deferred** consequences.

Immediate consequences should result when a child's behaviour impacts on the safety or fair treatment of others. In most cases this can result in 'time-out from others or the activity' for a period of time. The school's 'Cool Time Policy' (appendix v) should be followed in these cases.

Deferred consequences are appropriate for most kinds of inappropriate behaviour. This may range from a chat with a member of staff, apologising for the impact of their behaviour or having to spend some time out of the class or playground. Consequences should be as closely matched to the behaviour, as possible and the certainty of the consequence should be emphasised rather than the severity. This policy will not list a 'tariff of sanctions', because each situation needs to be looked at individually and a dependency on 'easy to administer' reactive approaches will inevitably disempower staff. All consequences should be carried out with a view to repairing the harm that has been caused and should allow the child to 'make things better'. In some instances a child may have to spend some time out and this time should be used to get the child to reflect on their behaviour. In this instance a Pupil Reflection Sheet should be completed (appendix vi).

Recording and Monitoring Misbehaviour

Throughout the school, staff will be proactive in promoting positive behaviour and will respond to potentially inappropriate behaviour as early and as positively as possible. The restorative approach we use will be consistent with our whole school vision, aims and values. Although it is intended that the broad range of measures, outlined above, will minimise misbehaviour we recognise that this will not be entirely eliminated. We understand that 'incidents' of behaviour that contradict our school Code of Conduct will always occur between children, indeed these incidents can provide useful points of reference in helping children develop more appropriate forms of behaviour. Making mistakes is part of learning.

In order to monitor the occurrences of inappropriate behaviour, a specified recording format is used across the school.

- Incidents that contradict the School Code of Conduct can be recorded for monitoring purposes. Every effort has been made to minimise unnecessary paperwork.
- All classes will have a Behaviour Monitor Sheet, where incidents can be recorded using the codes provided. (appendix vii and appendix viii)
- **Staff should continue to use their professional judgement and report serious incidents immediately to a member of the Senior Leadership Team.** This should also be recorded in the format noted above.
- Class Teachers should use these records to help identify patterns/issues and to help address these situations proactively. Support can be sought for this if required.
- This recording system may assist in the evaluation of positive behaviour initiatives and will also enable the Senior Leadership Team to identify patterns of inappropriate behaviour that can be addressed either at a school, class, group or individual level. For example, patterns of behaviours that are common to particular stages of the school may be tackled through the curriculum or through awareness raising activities, whilst issues more specific to smaller groups of children or individuals may be addressed through specific programmes of targeted activities.

Individual children identified through the monitoring procedure described above may require Additional Support in order to develop more positive patterns of behaviour. These procedures are detailed in ‘Section 4: Supporting Children’.

Working with parents/carers:

Staff members may decide to inform parents/carers about an incident or series of incidents of misbehaviour (unless it is felt that this is not in the best interests of the child). In some cases this might take the form of an informal chat in person or over the phone or more formally at a meeting within the school. These meetings should be Solution-Oriented, reflect our four core values and should establish the high, but realistic expectations of behaviour required at school. Parents/carers will be notified promptly of improved behavioural patterns.

Staff Development and Support

The Senior Leadership Team, in consultation with the staff, will establish and encourage ‘Professional Development Opportunities’ for training and sharing good practice in managing pupil behaviour. The resources utilised within the school will be chosen on the basis of how closely they match our school vision, aims and values and if they are recognised as good practice at a school, local authority or national level. We recognise that staff development in this area will be an ongoing process consisting of formal training and informal opportunities for staff to reflect on their developing skills. Self-evaluation is an important step in sustaining our vision aims and values and self-assessment sheets have been produced so staff can reflect on their own practice (appendix ix). Peer observation will enable colleagues to share good practice, while formal monitoring will also enable the Senior Leadership Team to review the effectiveness of such staff development activities. Staff who are new to the school will be introduced to the policy as a matter of priority to ensure consistency.

Individual members of staff will have the opportunity to access school-based support from members of the Senior Leadership Team to help establish strategies for minimising low-level disruption. We also recognise the importance of informal support from colleagues and a no-blame approach should characterise the way we support fellow members of staff who are dealing with challenging behaviour. We are entirely committed to ‘Building a Culture of Emotional Literacy’ to ensure staff are well placed to manage behaviour across the school. Key features are:

- Develop and use language that expresses feelings.
- Create a culture of listening.
- Nurture, support and value each other – work as a team.
- Focus on strengths and look for solutions.
- Be flexible and open to different ways of working.
- Relax together, have fun and remember to laugh.
- Acknowledge and celebrate when things go well.
- Make it okay to talk about things that go wrong.
- Encourage self-evaluation that explores feelings as well as actions.

Discouraging Blame, Shame, Fault, Regret and Excuses

At Currie Primary School we firmly believe that all children should be presented with the opportunity to ‘make things right’ and repair any harm caused, through a restorative approach and before any punitive action is taken. In doing so we strive to ensure that no member of the school community is involved in any blame, shame, fault, regret or excuses. A poster has been produced, which is displayed in all classrooms (appendix x) and illustrates our beliefs as stated above.

4. SUPPORTING CHILDREN

Additional Support Needs and behaviour

We recognise that some children experience a range of difficulties that may make it more difficult for them to behave in the ways described in the school's Code of Conduct. These children may require additional support to assist them in achieving positive patterns of behaviour within the school.

Furthermore, the Education (Additional Support for Learning) (Scotland) Act 2004 defines the term 'additional support needs' to encompass a range of situations where children may require additional support in order to help them make the most of their school education. This may include children experiencing social or emotional difficulties. Four main overlapping themes are identified in 'Supporting Children's Learning – Code of Practice', as factors which may lead to some children and young people requiring additional support. They are:

- Learning environment
- Family circumstances
- Disability/health need
- Social/emotional factors.

Within our school we recognise that these factors may be 'observable' in children's disruptive behaviour and that these children may require additional support to enable them, and other children within the school, to benefit from education.

Flexible approach to Additional Support

It is not appropriate to list all forms of additional support within the school, especially since our approach will continue to evolve over time to effectively meet children's needs, but we aim to think and work flexibly to provide identified children with a holistic programme of individual and group-based support on key themes such as 'self-esteem', 'cooperation and teamwork', 'emotional literacy', 'anger management', 'conflict resolution' and 'peer mediation' as well as reviewing the in-class support provided by class teachers and additional support staff to reduce barriers to learning. The SfL teacher will ensure that an up-to-date list of existing forms of additional support is available to all staff within the school.

We believe that a number of approaches, delivered consistently across the school, sometimes in partnership with other agencies, will be required to effectively promote positive behaviour, manage behaviour and support children.

Conclusion

This policy has been written to complement the school's four guiding principles of honesty, empathy, respect and encouragement. It recognises that teaching is a highly skilled activity requiring continuous professional development in order to make a positive difference to the lives of children. The promotion of positive relationships, behaviour and learning is a crucial aspect of this.

This policy is due for review, by the Health and Wellbeing Working Party by the end of this school session, and annually thereafter.

August 2014



Currie Primary School Restorative Approaches Overview

Restorative Approaches allow us to follow through on incidents in a manner that ensures relationships are maintained. By using Restorative Approaches the children will:

- Develop truth telling skills, responsibility and accountability
- Learn about the real impact of actions, consequences
- Be able to make amends, show remorse, change behaviour, agree a way forward.

The information below provides an overview of some of the theory and practice associated with Restorative Approaches to behaviour.

Moving beyond Control and Coercion: Foundations of Behaviour

PROBLEM	SOLUTION
Why?	What do you want?
What's making you feel this way?	How would you like to handle this?
Why can't you just?	Can you think of some alternatives?
Who started this?	Do you want to be _____ in this situation?
Tommy's making me angry!	Can you imagine a way to help the situation?
What did you do to make him do that?	How can we solve this problem?
Whose fault is this?	How would you like things to turn out?

Shifting Responsibility: Creating Solutions from Inside Out

What do you want?

What are you doing to get it?

Is it working?

Instructions for Staying in Balance

Outside in Needs	Inside Out Instructions
LOVE (Belonging)	BE LOVING (Care, Connect)
POWER (Importance)	Be POWERFUL (Be strong, clear, worthy)
FUN (Pleasure)	Be PLAYFUL (Keep a sense of humour)
FREEDOM (Choice)	Be FREE (Be Autonomous, Maintain Choice)
SURVIVAL	SURVIVE

The art of saying YES

“YES” ----- IF.....WHEN.....AS SOON AS:

Try to avoid NO, but when you use it give a reason and mean it.



Restorative Approaches Overview Continued

Five Positions of Control

Punisher	Guilter	Buddy	Monitor	Mentor
			<i>Rules</i>	<i>Beliefs</i>
			<i>Accountability</i>	<i>Responsibility</i>
			<i>Consequences</i>	<i>Restitution</i>

Steps that Lead to Change and Responsibility

Solution Generating Steps

What do you want?

What are you doing to get it?

Is it working?

What do you see as your options now?

Would any of these be better than what you're doing now?

Take a Next Step!

Pre-Work: A conversation about the conversation

It is an intentional effort to establish connection and context prior to looking at content. You are looking at the **Principles** you would like to use to inform the **Programme** level of your interaction. It is a time to talk about what is important to you in how you communicate and ask what is important to them in how you and they communicate.

SHARE YOUR CONCERNS FIRST

I want to talk with you about _____ ?

I want to have a conversation about _____

I want to deal with _____

in a way that:

you know that I _____

that we both can be _____

that you feel (or know) _____

in a way that feels _____

THEN ASK FOR THEIR CONCERNS



Currie Primary Solution Generating Steps

What do you want?

Go from the negative to the positive

Get the specific picture – What would the person be doing in that picture?

What would they have that they didn't have now?

Get a being or feeling component of the want.

What are you doing to get it?

Look at the action and thinking feeling involved

Focus on the person's behaviour – not the problem

(the problem for them is actually their behaviour)

Is it working?

Are you getting what you want?

Is it working well enough?

What do you see as your options now?

Get out all the choices before evaluating any

Provide thinking choices as well as actions

Ask for theirs and then add yours

Would any of these be better than what you're doing now?

It is not a question of "will it work?" – just "would it be better?"

In response to: "what if it doesn't work?" reply, "what if you keep doing what you are doing?"

Take a Next Step!

Avoid "from now on!" – Avoid trying to find a 'cure'

Take one step and learn from that

Check back with the person when you experience a success

Currie Primary's 'Preferred Approach'

These strategies reflect our school values of Honesty, Respect, Empathy and Encouragement. They are best used to address low-level disruption.

Knowledge of the child and the existence of a positive relationship will aid the effectiveness of these strategies.

These strategies are based on positive communication and more than one may be required to meet the needs of the specific situation.

Positive Correction & Prompting:

Signal to begin a desired behaviour verbally, ("It's about time to put that game away,") or non-verbally, (a nod) that reminds the child what is expected. Use simple, non-critical directions to help the child take the next step. Language should be positive in language and state what the child should be doing. End statements with 'thank you' even before the child has complied. It creates the expectation that they will do so.

Hurdle Help:

When we know the child is unable to begin or complete a task without some assistance, we can provide the help to get the child over the first hurdle and onto success. This should be done without drawing attention to the extra help. The child almost starts the task without realising it. You smooth their entry into the task by working alongside them. It might involve breaking the task into small, achievable chunks to begin with.

Humour:

Most children respond well to the non-threatening interaction created by humour. It can grab the attention of children even in tricky circumstances, particularly with over-dramatised language and facial expressions. In the right situation laughing at yourself is highly effective in taking the attention away from a potentially difficult situation. Be creative! "Did I ever tell you about the time...?" Humour can also set a positive tone when starting something new.

Modelling:

In tricky situations our attention is often drawn to inappropriate behaviour. It is sometimes useful to quickly identify an example of appropriate behaviour, perhaps displayed by a high status peer in order to focus attention on what is expected. This, of course, has to be done tactfully and should be short, sharp and to the point i.e. state the desirable behaviour. Look for opportunities to choose different models rather than the usual suspects.

Rewind:

When things go wrong give everyone another chance by rewinding and replaying the situation differently. Demonstrate this yourself next time you say or do something wrong to show the children what it means. In a situation where you feel a child could make a better go at something if given some thinking time suggest, 'Why don't you have another go at that...?' or 'I think we need to rewind and try that again.' Follow up with praise and move on.

Redirection:

Redirect the child or change the activity a little bit to help the child calm down. Distract or divert the child's energy and attention to a substitute activity to help the child maintain control. This is useful if the child is becoming unsettled or anxious. Use a relaxing, focussing activity to restore calm at key points throughout a session. Give the child a short task that demands special responsibility to allow them to refocus and experience success.

Planned Ignoring:

This can be used to eliminate harmless, attention-driven behaviour because it withholds the reinforcement a child gets from the attention. As a general rule, children who display lots of attention-driven behaviour NEED the attention, so we must pay particular attention to the child when things are going well. We ignore the behaviour and not necessarily the child so it may be useful to make a comment entirely unrelated to the inappropriate behaviour.

Proximity:

Often by placing yourself physically near (not too near) a potentially difficult situation will have a calming effect for a child. Our mere presence is often enough to provide children with the support they need to stay in control. This can be done fairly subtly, just so the children notice you are there, but without having to wade in. Sometimes the 'less is more' approach has the desired effect.

Affection:

Like praise, affection helps increase a child's self-esteem. When the behaviour is coming from insecurity, fear or anger at life circumstances, an additional 'shot' of affection and care can be what the child needs in order to cope with the problem at hand instead of going to pieces. It may be appropriate to remind the child about a previous success.



Currie Primary School Cool Time Guidelines

In most cases of challenging behaviour, appropriate ‘Calming Strategies’ should be used. Only when these skills are not able to ensure that children are protected from harm/distress should ‘Cool Time’ be used i.e. when a child’s frustration, anger and aggression is being directed at others. In other words, ‘Cool Time’ is an appropriate consequence when a child’s behaviour is beginning to directly impinge on others’ rights to feel safe and happy. Clearly, an early intervention may reduce the impact of a child’s anger on themselves and others. In situations where a child may require Cool Time the guidance below should be followed:

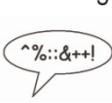
- ‘Cool Time’ allows a child some time away from an immediate, emotional moment to regain a sense of calm. It also allows staff some time to consider an effective follow-up.
- ‘Cool Time’ is **not** a punishment. It is part of a consequence chain. It is about helping children to cope with intense feelings.
- The intensity and persistence of the behaviour should guide a common sense approach to using ‘Cool Time’.
- Where ‘Cool Time’ is used with a child it will be useful for staff to record and monitor these instances.
- The way we direct children towards ‘Cool Time’ (and all subsequent consequences) should demonstrate an explicit attempt to:
 - Maintain the child’s self-esteem
 - Maintain positive relationships
 - Create opportunities for positive learning and teaching
 - Promote personal responsibility
 - Ensure all children feel safe
 - Prioritise the need for calm **before** attempting to make things better

Although, there will be generic guidance given to children about what ‘Cool Time’ should look like a child may have an individual Cool Plan, which can be adapted to suit their individual needs. This may also form part of a child’s IEP or ASP targets.

Sometimes, ‘Cool Time’ will provide the child with time to think through what has happened. This can be checked and encourage as part of a Restorative Conversation, but only when both the child and member of staff are calm enough to be at their best. If a Restorative Conversation is not sufficient or the child is not willing to accept responsibility and ‘make it right’ and repair the harm, the member of staff might impose **related consequences** to help resolve the situation and reduce the likelihood of recurrence. For example, it may be decided that a child requires to work separately from the group, or other specific children, or be withdrawn from particular activities in order to help move the situation forwards. Again, the points noted above should inform these decisions.

Currie Primary School

What Happened?

Ran away 	Refused work 	Argued with Teacher 	Threatened 	E-mail/SMS threat 	Refused instructions 	Swearing 	Fighting 
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What were you feeling at the time?

Revenge 	Frustration 	Anger 	Bored 	Worried 	Left out 	Jealous 	Picked on 
--	--	--	--	--	---	--	--

What have you thought about since?

Get even 	Leave class 	Parents angry 	Not fair 	Want help 	Too hard 	Lonely 	Uncomfortable 
---	--	--	---	--	---	---	--

Who has been affected? How?

Me 	Friends 	Parents 	Teachers 	Family 	Class 	Others: 	
---	--	--	---	---	--	--	--

What do you think you need to make things right?

RJ Meeting 	Say sorry 	Write apology 	Different work 	Have helper 	Breathing time 	Anger plan 	Calm area 
---	--	--	---	--	---	---	--



Recording and Monitoring Children's Behaviour

Recording and Monitoring Behaviour:

The priority, when responding to behaviour that contradicts our Code of Conduct, is always the immediate need for staff to use a calming response; followed by the explicit attempt to repair and restore relationships (rather than the recording of the incident). Every effort has been made to minimise unnecessary paperwork. However, in order to monitor the occurrences of inappropriate behaviour, a specified recording format is used across the school. This is only used when an individual child has been identified (IEP, ASP or CPM minutes) as requiring additional support to help develop **healthier** patterns of social behaviour and relationships **and** the recording of 'incidents' is adjudged to be useful in the assessment of the individual's needs.

All classes have a confidential Behaviour Monitor Folder, where incidents are recorded using the Class Incident Record sheet (codes provided below). This recording system may assist in the evaluation of positive behaviour initiatives and also enables the Senior Leadership Team to identify patterns of challenging behaviour that can be addressed either at a school, class, group or individual level. For example, patterns of challenging behaviour that are common to particular stages of the school may be tackled through the curriculum or through awareness raising activities, whilst issues more specific to smaller groups of children or individuals may be addressed through specific programmes of targeted activities.

All staff should feel confident and empowered in dealing with 'incidents' and we encourage those staff members to manage this behaviour in the first instance using this policy as guidance. **Staff will continue to use their professional judgement and report serious incidents immediately to a member of the Senior Leadership Team.** These incidents should also be recorded on the Class Incident Record Sheet.

Class Teachers use these records to help identify patterns/issues and to help address these situations proactively. Support can be sought for this if required.

	Category	Examples might include
1	Aggressive Physical	Punching, kicking, pushing, spitting, slapping
2	Non-aggressive Physical	Play-fighting, poking, tripping
3	Verbal	Threatening, teasing, name-calling, swearing
4	Damage	Breaking items, graffiti, stealing
5	Disruptive	Shouting out, wandering, refusing to participate, keeping others off work
6	Unsafe	Throwing, climbing under/onto desk, leaving school grounds/adult supervision
7	Excluding	Spreading rumours, leaving someone out, refusing to work with/ sit next to someone

Currie Primary School Incident Record Sheet



Name and position of person completing the form:

Date

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Name of child involved

Incident Code

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A brief description of what happened – What harm was caused?

Restorative Action Taken – Circle as appropriate and add details

Cool Time Restorative Conversation Pupil Reflection Sheet Involved SLT	
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Outcome of above action – Circle as appropriate and add details

Has made amends Relationship restored Unwilling to ‘make it right’ SLT involved Parents Contacted	
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Level of satisfaction of person/group in how this is being/was dealt with

High _____	Medium _____	Low _____
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Currie Primary School Staff Self-Evaluation Sheet

Positive Expectations	
I demonstrate a clear understanding that better learning leads to better behaviour by striving to deliver excellent learning and teaching.	
I actively promote the highest possible expectations of all pupils in all areas of our school; in classrooms, in the playground, in the corridors and in the dining hall.	
I model the Code of Conduct for all people within our school.	
I clearly display and refer to the Code of Conduct positively within our class.	
I engage children in regular discussion and activities related to the Code of Conduct and make it clear that we follow the Code to ensure the school is a happy, safe place for everyone to be.	
I reinforce expectations in a firm, fair and friendly manner and with a clear focus on building and maintaining the positive relationships within the school.	
I maintain a safe and orderly environment by ensuring close supervision in less-structured, busier settings such as the corridors, dining hall and playground.	
I identify, praise and reward positive conduct, by giving positive attention to positive behaviour.	
I deliver praise in a way that helps pupils understand the specific behaviour that is being recognised and the impact this has on others.	
I create a climate in school in which all pupils earn praise every day and can be recognised as model pupils during the school year.	
I ensure that the school reward schemes and other class-based reward systems are delivered in line with school policy and procedures	
I avoid over-using rewards to ensure we discourage 'positive behaviour for self-centred motives'.	
I ensure that rewards are only awarded and never taken away.	
I provide a short, description of any reward systems with the class Daily Plan (or on clear display within the classroom) to inform visiting staff.	
Promoting Positive Relationships	
I know that positive, healthy relationships are achieved when individuals become Emotionally Intelligent and I ensure that Health and Wellbeing learning and teaching reflects these four factors: Self-awareness (ability to recognise their own feelings), Self-management (ability to manage these feelings positively), Awareness of others (ability to recognise the feelings of others), Relationship management (ability to manage their relationships)	
I lead the delivery of high quality learning and teaching, which specifically sets out to teach children the social skills required to be emotionally intelligent individuals.	
I identify patterns/issues or barriers to positive relationships and help address these situations proactively through the curriculum, at class, stage or school level.	
I ensure I am up-to-date with school, local and national policy and good practice on promoting positive relationships (stringently evaluated in terms of their connectedness with our core values) and I recognise the important role my own professional development plays in being able to achieve this.	
I ensure that when pupils work together they are clear on what behaviours or social goals are expected and how to achieve these.	

I ensure that children support their fellow group members in meeting social goals and that the focus is on a cooperative approach and collective responsibility.	
Managing Relationships Positively	
I use calming strategies, which are based on positive communication and meet the immediate emotional needs of children	
I lead by example and minimise unnecessary confrontation by responding assertively, but not aggressively, even in challenging situations.	
I judge the behaviour and not the person.	
I am sensitive to pupils' self-esteem by discussing issues with them privately rather than publicly.	
I seek school-based support from colleagues to help establish strategies for promoting positive relationships and managing relationships positively.	
I provide 'no-blame' support and nurture to colleagues, who are dealing with challenging behaviour or unhealthy relationships, and I ensure that my colleagues know that seeking support equates with competency.	
I actively promote a 'culture of listening' when responding to others and I ensure that respectful listening occurs at all available opportunities; children are trained to actively listen as a matter of priority.	
I relax with colleagues, have fun and ensure everyone can be included.	
I acknowledge and celebrate when things go well and talk openly and constructively about things that go wrong.	
I respect that making mistakes is part of learning and understand that 'incidents' of behaviour that contradict our school Code of Conduct can provide useful points of reference in helping children develop more appropriate forms of behaviour and relationships.	
I look at each challenging situation individually and emphasise repairing harm and I do not assign blame and dispense punishment.	
I ensure that almost all consequences are agreed or negotiated through restorative approaches, as part of a process of repairing harm	
I value the views/feelings of all and work from their current point of view, even if their perception of a situation is different.	
I effectively use the school's 'Cool Time' procedures as a non-punitive consequence to assist with pupils' self-management skills	
I am able to defer conversations about challenging situations until all people who are involved are calm enough to communicate positively.	
I effectively use the school's policy and procedures when conflict occurs to assist with pupils' relationship management skills	
I only impose consequences when these are required to maintain the safety and wellbeing of children or staff and I ensure any imposed consequences help to maintain and build the wellbeing and relationships of all those involved.	
I use my professional judgement when deciding whether to report incidents to a member of the Senior Leadership Team; hierarchical referral systems are understood to be disempowering, although seeking support to <u>assist</u> with significantly challenging situations can allow for 'ownership' for those involved to be protected.	
I ensure when responding to a serious incident (in which a child's behaviour may put him/her in danger, other children in danger or a member of staff in danger) appropriate members of staff are contacted and that I fulfil my duty of care by making decisions, which reduce the risk of harm.	
I record all serious incidents, including violence to staff and those where a physical intervention is required, in line with school policy and procedures.	

I ensure that I use a restorative approach to dealing with misbehaviour, ensuring all children are given the opportunity to ‘make things right’ before I impose any sanctions, which maintain positive relationships in line with school policy and procedures.	
Supporting Children	
I identify children who may require Additional Support in order to develop healthier relationships, contribute to the solution-oriented assessment and planning process and I provide support for identified children in line with our ‘Supporting Pupils’ Learning’ policy.	
I maintain accurate behaviour monitoring records for pupils identified as requiring additional support in line with school policy and procedures.	
I respect the confidentiality of pupils who require additional support by only sharing information with those who need to know and by doing so in a way that is consistent with school values.	
I work in partnership with parents/carers in a way that is Solution-Oriented and reflects school values and I notify parents/carers promptly of improved relationships and behavioural patterns.	
I know that behaviour which contradicts our Code of Conduct, if left unchecked, can lead to bullying and that I have a duty to respond to this type of behaviour and the impact it is having, rather than relying on a rigid definition of ‘bullying’.	
I understand that ‘bullying’ represent a dysfunctional or unhealthy relationship and is a breach of Children’s Rights. I do not use the term ‘bully’ or ‘victim’ to label individuals, but, instead, describe behaviour as ‘bullying behaviour’	
I explicitly state to children that ‘bullying behaviour is never acceptable’ and I show equal concern in addressing all ‘bullying behaviour’; irrespective of whether the behaviour was displayed at school, out of school or online.	
I demonstrate that anti-bullying procedures are more formal types of additional support (e.g. a Restorative Conference) that are required to effectively repair the harm for all concerned, when less formal methods have proven to be ineffective. I.e. the fear or worry about what has happened, or that it might happen again, has not yet been effectively addressed.	

I'm not interested in:

Blame

Shame

Fault

Regrets

Excuses

**I am interested in how we
can work this out and
'make things better'.**