



# **Obsdale Positive Relationships and Behaviour Policy**

## **June 2023**

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Staff discussions: May/June 2023

Parent shared: June 2023

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## Rationale

The General Teaching Council for Scotland's National Standards for Teachers expects all staff to be proactive in promoting positive relationships and behaviour in the classroom, playground and across the wider school community. It states that all practitioners have a responsibility for:

- Establishing open, positive, supporting relationships across the community, where children and young people will feel that they are 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;
- Using learning and teaching methodologies which promote effective learning;
- Being sensitive and responsive to the wellbeing of each child and young person

Research shows us that if our children and young people have high levels of physical and emotional wellbeing, they will have the resilience to both cope well with adversity and to achieve to the best of their ability.

The emotional health and wellbeing of children and young people is at the heart of achieving the outcomes that our children have the best start in life. This involves enabling all young people to become: successful learners, confident individuals, effective contributors, and responsible citizens. The Highland Practice Model's wellbeing indicators state that in order to do well, now and in the future, children and young people need to be safe, included, responsible, respected, active, nurtured, achieving, and healthy.

" 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."

*Page 5, Scottish Government (2013), better relationships, better learning, better behaviour.*

## Aims

At Obsdale, we aim to ensure that everyone in the school community (pupils, families, staff and community partners) feels:

- Welcome and listened to.
- Happy and valued, through developing and maintaining strong, positive relationships.
- Where a relationship has broken down, restorative approaches will be used to repair and rebuild the relationship. This should be applied in a positive manner where previous incidences are not referred to and should focus on the way forward.
- Safe in secure, inclusive environment, promoting resilience and equitable use of support and resources.
- Nurtured and encouraged, promoting quality learning and teaching, raising attainment and wider achievements.
- Part of the school team.

## Whole school approaches

In fulfilling these aims, Obsdale Primary School and Early Learning Centre uses a variety of approaches. These all include a focus on developing childrens emotional Health and Wellbeing, by adopting:

- **Rights respecting Schools approaches**  
As we work towards becoming a Rights Respecting School, we fully embrace the United Nations Convention on the Rights of the Child (UNCRC). The United Nations Convention on the Rights of the Child (UNCRC) was approved by the UK in 1991. It aims to recognise the rights of all children (up to age 18) and ensure that children grow up in the spirit of peace, dignity, tolerance, freedom, equality and solidarity. As a school we focus on promoting rights and respectful behaviours, rather than the punitive approach of rules and consequences.
- **Nurturing Principles**  
As a nurturing school, we are also guided by, and place a large value and emphasis on the 6 principles of Nurture:
  1. Childrens learning is understood developmentally
  2. The learning environment offers a safe base
  3. The importance of nurture for the development of self-esteem
  4. Language is a vital means of communication
  5. All behaviour is communication
  6. The importance of transition in childrens lives

The above principles are based on Attachment Theory and child development and aim to support a child or young person develop self-regulation skills. Nurturing approaches aim to use these principles not only as part of a targeted intervention, but also to help create a nurturing and inclusive community.

- **Building resilience**

A resilience-based approach fits closely with the aim of the Highland Practice Model, to build on the strengths in the child's whole world, always drawing on what the family, community and universal services can offer. At Obsdale, we use Health and Wellbeing programmes which fit closely with the aim of the Highland Practice Model. These include:

- Resilient kids
- Growth Mindset
- The compassionate and Connected Classroom

- **Solution Focused and restorative Approaches**

We will use restorative approaches (restorative conversations, reflective/thinking activities, etc) to develop respect for the rights of self and others. Instead of simply getting into trouble and using punishment, we will encourage and lead restorative approaches where children can:

- Admit to and take responsibility for their actions
- Hear and empathise with the feelings of others
- Discuss future possibilities/choices of behaviour in similar situations
- Offer to say/do something to make amends (therefore restore the relationship)

**The above whole school approaches will be embedded through the following practices.**

- House Captains and Vice Captains will take a lead role in fostering a sense of belonging and identity. Children will be divided into one of three houses. House captains and Vice Captains roles and responsibilities include leading the rights of the fortnight assembly.
- Use of circle time to discuss aspects of personal and social development including positive and negative behaviour and through discussions and daily emotional check ins.
- There will be whole school opportunities throughout the year to enable children to work together as an Obsdale team and enhance transition opportunities.
- Buddying system throughout the school from P7s buddying new P1s to reading buddies.
- All children will be involved in setting personal targets for improving literacy, numeracy and health and wellbeing.

**Expectations**

To ensure our school is a safe and happy place all learners are supported and encouraged to:

- Arrive at school on time and stay within their classroom, school grounds and playground throughout the school day
- Wear our school uniform and change footwear when indoors
- Participate in 2 hours of PE each week
- Not bring valuables to school as school cannot be responsible for these
- Show respect to everyone in school and be gentle
- Be truthful, well-mannered, and kind
- Take pride in our school building
- Look after our books/chrome books/school and other people's property
- Walk safely in the school corridors
- Keep our school litter free
- Set a good example and work hard

## Every member of Obsdale Early Learning Centre and Primary School has Rights and Responsibilities

These are examples of rights and responsibilities and are not exhaustive.

### Staff Rights and Responsibilities

- Be valued as members of the school community
- Be treated fairly, consistently and with respect
- A suitable career structure and opportunities for professional development
- Be supported by senior management teams
- To be treated with care and dignity from all members of our school community
- Have access to adequate and appropriate accommodation and resources
- Always behave in a professional manner
- A strong understanding of the concept of universal support focusing on delivering learning to meet the needs of all learners
- Provide a safe and secure classroom environment – display good classroom management
- Promotion of a positive, caring, nurturing, inclusive, fair ethos climate and relationships
- Responsive to children's needs – personal planning/individualised education planning with regular analysis and evaluation of successes/areas for development, undertaking career long professional learning as required
- Provide children with regular opportunities to discuss their learning, development, relationships, and behaviour
- Communicate and record information clearly with relevant staff, parents, partners and agencies

### Parent Rights and Responsibilities

- Be valued as members of the school community
- Be treated fairly, consistently and with respect
- A safe, well managed environment for their child's education
- Access to the school, and to have their enquiries and concerns dealt with sympathetically and efficiently
- Be informed promptly if their child is ill or has an accident, or if the school has concerns about their child
- Be well informed about their child's progress
- Be involved in key decisions about their child's education
- Attendance and punctuality for pupils and parents (e.g start and end of the day)
- Modelling respectful behaviours in and around school
- Discuss relationships and behaviours at home with a positive mindset
- Respect the confidentiality and needs of other children and families

### Pupil Rights and Responsibilities

- Be valued as members of the school community
- Focus on learning - it is the right of all
- Be treated fairly, consistently and with respect
- Listen to each other
- Get help when they seek it, with work, concerns at school or personal worries
- Make mistakes and learn from them
- Come to school on time and suitably equipped and ready for the school day

- Respect the views, rights and property of all staff and pupils
- Choose safe behaviours, make others feel safe in and out of class
- Co-operate in class with the teacher and with their peers
- Work as hard as they can in class
- Experience success daily
- Follow the class charter

### **How Positive Behaviour is celebrated at Obsdale**

Opportunities for Personal Achievement are provided daily. Learners have a sense of satisfaction every day – there are regular opportunities to reflect on learning and ask learners “What have you done today that makes you feel proud?” We aim to build motivation, resilience, and confidence.

Every class will have its own system of rewards. Play is not a reward it helps children learn skills. Choosing time where skills can be developed might be used as a reward.

It is understood

Rewards may include the following:

Verbal praise

Verbal or written praise to parents about their child/a text from SEEMiS

A simple word of thanks

Stickers, certificates, stamps

Written comments in books

Sending the child to another teacher to share success Obsdale stars will be celebrated weekly

Obsdale Superstar Head Teacher award

Recording achievements in pupil profiles

### **Advice for staff – supporting Learners to make good choices**

- Be consistent, fair and persistent.
- Be calm.
- Keep any promise you make to the pupils and remain open and honest with them.
- Before taking any action communicate, clearly and effectively your intentions to the pupil.
- Act rather than react.
- Focus on the behaviour not on the pupil’s personal qualities
- Pupils should be spoken to privately whenever this is possible
- Children should feel that every day is a new learning day
- Follow procedure for dealing with challenging behaviour
- Individual Behaviour Plan guidance should be followed by all staff

### Procedure for dealing with Challenging Behaviour

Staged approach	Example of behaviour	Examples of intervention	Who Guides/supports with this behaviour	Recording/Reporting Methods
1	<p>Disruption to class/group – Chatting, making silly noises, interrupting/shouting out Lack of focus on tasks Refusal to complete task, ignoring instructions Use of unacceptable/minor offensive language</p>	<p>Positive reinforcement to those exhibiting desired behaviours Reminder of behaviours agreed within class/playground charters De- escalation strategies &amp; Restorative conversation Universal/targeted support evaluated and refreshed if appropriate Verbal reminder of expected behaviour/ reprimand &amp; warning given Loss of activity Moved within classroom/asked to move away from activity Loss of classroom/playground/school privileges Universal strategies</p>	<p>Staff Member Involved Class Teacher (CT), Pupil Support Assistants (PSAs), Early Years Practitioners (EYPs),</p>	<p>Conversation with the pupil, Note on seemis, Parent informed</p>
2	<p>Class disruption Misuse of school property/services Regularly disengaged Refusing to follow instructions/complete task Lack of respect, continued defiance Abusive to others: verbal (offensive language), physical or in-school cyber bullying behaviour Bullying behaviours Swearing</p>	<p>De- escalation strategies &amp; Restorative approaches Universal/targeted support evaluated and refreshed if appropriate Previous interventions, if appropriate Accident &amp; Incident Reporting/Log sheet/tracking/ABC analysis Exclusion from activity in progress – supported individually Removed from class (PSA) Parents informed – phone call/note home Parents invited in to discuss ongoing issue Think sheet/Letter of apology or other way to make amends Loss of privileges, Notify member of SLT</p>	<p>Class Teacher/EYP with support from SLT as required Parents</p>	<p>Note added to SEEMIS Pastoral notes when felt required (ALWAYS for bullying behaviours). Parent called</p>
3	<p>Failure to respond to previous interventions Aggressive behaviour Prejudiced incident (with reference to Protected Characteristics of Equality Act 2010) Bullying behaviours Behaviour likely to injure self or others</p>	<p>De- escalation strategies &amp; Restorative approaches Targeted support evaluated and refreshed if appropriate Previous interventions, if appropriate Removed from class (in consultation with SLT) Inform parents Physical intervention (see Physical Intervention policy) Person Centred Risk Assessment Creation of Behaviour Protocol / Referral Solution Focused Meeting</p>	<p>SLT in partnership with CT/EYP Parents Other agencies as required</p>	<p>SEEMIS Pastoral notes Note children's file(s)</p>

	<p>Offensive language towards staff</p> <p>Ongoing bullying behaviours</p> <p>Deliberate theft</p> <p>Serious misuse of services (e.g. internet)</p>			
<b>4</b>	<p>Serious or continued disruption</p> <p>Serious or continued abuse or bullying behaviours</p> <p>Assault on pupil or staff member</p> <p>offensive materials or dangerous weapons</p>	<p>Loss of playtime/lunchtime (extended period of time)</p> <p>Internal Exclusion</p> <p>Exclusion – temporary</p>	<p>SLT</p> <p>Parents</p> <p>Other agencies as required</p>	<p>SEEMIS</p> <p>Pastoral notes</p> <p>Letters in children's file(s)</p>



## De-escalation Strategies

Trigger stage		Escalation stage	
<b>Learner Behaviours</b>	<b>Adult response</b>	<b>Learner Behaviours</b>	<b>Adult response</b>
<ul style="list-style-type: none"> <li>• Un co-operative</li> <li>• Anxious</li> <li>• Withdrawn</li> <li>• Pacing around</li> <li>• Eye contact change</li> </ul>	<ul style="list-style-type: none"> <li>• Anticipate and intervene with a support strategy at an early stage to reduce the pressure.</li> <li>• Reduce demands</li> <li>• Read body language</li> <li>• Remain controlled</li> <li>• Use positive minimal language / Avoid using words like 'No' or 'Stop'</li> <li>• Offer reassurance</li> <li>• Distract and divert</li> </ul> Offer alternative e.g. use of safe quiet space	<ul style="list-style-type: none"> <li>• Abusive</li> <li>• Refusal to comply with routines</li> <li>• Challenging others</li> <li>• Aggressive postures</li> <li>• Low level destruction of property</li> <li>• May withdraw and refuse to speak or hide</li> <li>• Rocking or hand flapping</li> </ul>	<ul style="list-style-type: none"> <li>• Remain controlled</li> <li>• Check the environment</li> <li>• Give lots of personal space</li> <li>• Use a calm, clear voice</li> <li>• Acknowledge that the pupil is feeling upset</li> <li>• State desired behaviour</li> <li>• Set enforceable limits</li> <li>• Continue to offer alternatives/ clear choices</li> </ul>
<b>Crisis Stage</b>		<b>Recovery Stage</b>	
<b>Learner Behaviours</b>	<b>Adult response</b>	<b>Learner Behaviours</b>	<b>Adult response</b>
<ul style="list-style-type: none"> <li>• Hurting self/ others</li> <li>• Damaging property</li> </ul>	<ul style="list-style-type: none"> <li>• Follow Behaviour Support Plan</li> <li>• Evacuate all other pupils from the area</li> <li>• Send for help if alone and alert SMT.</li> <li>• Minimise movement</li> <li>• Use minimal language</li> </ul>	<ul style="list-style-type: none"> <li>• Similar to the <u>Trigger Stage</u> but there is still a possibility that the child can revert back to <u>Crisis Stage</u> (without any escalation)</li> </ul>	<ul style="list-style-type: none"> <li>• Do not discuss the incident at this point</li> <li>• Provide a calm environment</li> <li>• Support and monitor</li> <li>• Give space</li> <li>• Remove possible triggers</li> </ul> Use minimal language
<b>Post Crisis</b>			
<b>Learner Behaviours</b>	<b>Adult response</b>		
<ul style="list-style-type: none"> <li>• Withdrawn</li> <li>• Moody</li> <li>• Uncooperative</li> <li>• Sleepy</li> </ul>	<ul style="list-style-type: none"> <li>• Read body language</li> <li>• Show concern</li> <li>• Keep communication simple and positive</li> <li>• Keep interactions brief</li> </ul> Create a calm environment		

## **Summary**

Every learner is entitled to support to enable them to gain as much as possible from the opportunities which Curriculum for Excellence can provide, wherever they learn. Support should be appropriate, proportionate and timely. Early and staged intervention provides a framework for additional support where behaviour, for whatever reason, becomes more challenging and is the process through which assessment and intervention may move from universal to targeted services as described within the Highland Practice Model.

At Obsdale we enable all children and young people to be included, engaged and involved in their education, we aim to develop an inclusive ethos, where everyone's contribution to the school community is valued and everyone has a sense of belonging.

## **Anti-Bullying**

Bullying behaviour impacts on young childrens wellbeing and can affect their participation, attainment, and inclusion.

Bullying of any kind is unacceptable and must be addressed quickly. Bullying should never be seen as a typical part of growing up.

At Obsdale Primary school our procedures for responding to bullying follow the guidance set out within [Highland Councils Positive relationships and Bullying prevention Policy and Guidance](#), June 2020.