

**South Morningside
Primary School
Better Relationships,
Better Learning,
Better Behaviour
Policy and Procedures**



August 2020

BETTER RELATIONSHIPS, BETTER LEARNING, BETTER BEHAVIOUR POLICY AND PROCEDURES

The staff at South Morningside Primary School encourages the highest standards of collective and self-discipline to enable our pupils to face the challenges of the future. The ethos of the school, the principles of A Curriculum for Excellence and the planning of the broad curriculum promote the attitudes and values necessary to contribute positively to their own personal development and of that of the school and wider community.

This policy is based on City of Edinburgh's Policy and the views of staff, pupils and parents of our school. A copy of the pupil version of this policy, which was written by our Pupil Council can be found in Appendix 1.

It aims to support children's emotional and social development, recognising that education is an integral and important part of the holistic development of children. Implementation of the policy should help to establish and maintain mutual respect and better relationships. The resulting better behaviour results in better learning and better holistic development.

All staff, including Nursery, are covered by this policy. This also includes office staff and service support staff.

Every child has the right to a high quality education. Positive relationships and behaviour in all aspects of school life are fundamental to enable effective teaching and learning to take place.

The school has adopted the following key principles to create a caring learning environment:

- An ethos that values and encourages motivation and commitment among staff and pupils to develop positive relationships and promote shared values and appropriate communication which supports relationships
- An environment which supports children becoming responsible for their own behaviour
- Recognising that all behaviour is communication and that understanding what is being communicated and the underlying needs is crucial for assessing and meeting children's needs and finding solutions
- Promoting equalities, self-esteem, responsibility and positive relationships based on mutual respect
- Ensuring fairness of treatment for all
- Encouraging a sensitive response to behaviour that takes into account context and individual needs
- Providing early intervention and support
- Providing a safe environment from disruption, violence, bullying and any form of harassment for pupils and staff
- Encouraging a positive relationship with parents and carers to develop a shared approach, involving them in the development, implementation and ongoing evaluation of the school's policy and associated procedures
- A commitment to self-evaluation and quality improvement involving all stake holders

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The **head teacher** has overall responsibility for implementation of this policy. In particular, the head teacher ensures the views of children are elicited, listened to and appropriately addressed and that the provisions of 'Getting it Right for Every Child' are taken into account when working with children, families and other professionals on issues of communication and behaviour.

All staff are responsible for ensuring the policy and procedures are followed. This includes using the range of approaches detailed in Procedures to encourage positive relationships and behaviour.

Parents and carers are regarded as the school as key partners who are asked to work in partnership with the school to develop, implement and review these policies and procedures. Parents are expected to assist in maintaining positive relationships and high standards of behaviour and are invited to raise with the school any issues arising from the implementation of this policy.

Learners are expected to take responsibility for their behaviour on and off the school site and will be made fully aware of the school policy, procedures and expectations. Learners also have a responsibility to ensure that incidents of disruption, violence, bullying or harassment are reported.

RELATED DOCUMENTS

- Standards in Scotland's Schools etc Act (2000)
- Additional Support for Learning Act (2004) - amended 2009
- Parental Involvement Act (2006)
- The Equality Act (2010)
- UN Convention on the Rights of the Child
- Children and Young People Act (2014)
- Including outcomes for learners at risk of exclusion procedure (CEC 2018)
- Included, Engaged, Involved (CEC 2018)
- Flexible and Alternative Timetable procedure (CEC 2018)

EQUALITIES AND RIGHTS IMPACT, SUSTAINABILITY IMPACT AND RISK ASSESSMENT

South Morningside Primary School is committed in our duty to eliminate discrimination, victimisation and harassment, advance equality of opportunity and advance good relations. We will make reasonable adjustments wherever appropriate for individuals with 'protected characteristics' and of particular relevance, disability; gender reassignment; race; religion or belief; sex or sexual orientation; pregnancy and maternity.

This includes paying due regard to cultural factors, including differences in behaviours and dress codes that are relevant in ensuring that the school's ethos is inclusive. We also give due regard to the implications of a learner's disability when implementing this policy and procedure.

A very small proportion of children and young people will require greater levels of support. These children need individualised support, tailored to their needs, that is developed with children, families and other professionals in line with Getting it Right for Every Child (GIRFEC). With these vulnerable children the school will develop detailed plans to offer appropriate support, build on strengths, avoid behaviour triggers, encourage appropriate coping strategies, understand de-escalation techniques, and build positive relationships. Differentiated expectations and approaches in supporting behaviour and nurturing positive relationships take in to account these individual

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needs where necessary. All physical contact is strictly according to the Physical Handling Procedure (to be published).

Children's rights are protected by the UN Convention on the Rights of the Child and the Children and Young Peoples Act (2014). As a Rights Respecting School there is a shared understanding in our school that these rights are unalienable entitlements which cannot be taken away from children. These rights are not dependant on a child accepting certain responsibilities or on them feeling or behaving in a certain way. Children's rights will not be withdrawn as a consequence of behaviour.

CONCERNS, COMPLAINTS AND COMPLIMENTS

We recognise there may be times when parents feel we have not dealt well with an incident and we ask that this be brought to the head teacher's notice. If early resolution at this stage is not achieved, then the matter should be referred to the Advice and Complaints Service at https://orb.edinburgh.gov.uk/info/200313/policies_and_procedures/71/education_advice_helpline_and_complaints.

We are also pleased to receive compliments from parents when things have gone well.

COMMUNICATING THIS POLICY

- We publicise our policy and procedures on the school website
- We work with parents and pupils to produce user friendly versions of our Better Relationships, Better Learning, Better Behaviour policy.

EVALUATING AND REVIEWING OUR POLICY

We evaluate this policy using the following measures:

- Examining staff, parents and pupils views from surveys or focus groups
- The number of incidents that are reported to staff over a given period.
- Rates of attendance, exclusions and attainment and achievement of pupils in protected groups, e.g. looked after
- The number of complaints and compliments that we receive from parents.

The policy and procedures will be reviewed every 4 years.

Procedures

The school recognises that children are born with an urge to become independent and capable and that an ethos of inclusion with an emphasis on positive relationships and behaviour is important. Whole school approaches contribute to positive relationships and help to create a positive environment for all children and young people.

The purpose of this procedure is to provide clear guidance for staff in our school and assist partnership working with parents on the management of Better Relationships, Better Learning, Better Behaviour using these supportive approaches.

This procedure compliments Council Procedure.

This procedure applies to all staff in our school and encompasses:

- Whole school approaches (all children, staff, parents/carers)
- Support systems
- Curriculum based lessons, activities and approaches
- Partnership working
- Professional development

USE OF WHOLE SCHOOL APPROACHES TO SUPPORT POSITIVE BEHAVIOUR

For individual teachers, good organisation, lesson planning and preparation will help to create the right environment within the classroom. Flexibility, choice and, where appropriate, differentiation will also help to support individual needs and promote positive relationships and behaviour.

However, even in these conditions, some children and young people will present with behaviour that challenges or is difficult to interpret. The school uses approaches and strategies which are designed to help prevent and de-escalate difficult situations and support needs.

The City of Edinburgh Council promotes a Restorative and Solution Focused Approach in all schools. It would therefore be appropriate to include a brief description of what they are.

Restorative Practices and Approaches (RP) offers an approach to promoting harmonious relationships in schools and the successful resolution of conflict and harm. RP involves describing what happened, reflecting on the impact on everyone, understanding and valuing everyone's perspectives and agreeing a way to resolve the situation.

It covers a range of strategies including:

- Developing a restorative climate in the school with activities such as peer support and circle time
- Developing restorative conversations where teachers or peer mediators intervene in a situation
- Developing more formal restorative meetings and conferences involving all those affected by an incident, including families where appropriate.

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PARTNERSHIP WORKING WITH OTHER AGENCIES, PARENT/CARERS AND CHILDREN

The school wishes to engage directly with parents and carers to foster a positive environment, maintain a constant message and develop shared values and excellent home/school communication. We welcome parents/carers approaching the school to make an appointment with the class teacher in the first instance at the earliest opportunity if they have any concerns. Similarly, the school will keep parents/carers informed of any incidents at school involving their child.

Getting it Right for Every Child in Edinburgh (GIRFEC) is a partnership approach to delivering children's services. The school draws upon a network of support services within Children and Families and externally to offer expert input and advice to support individual children to meet their needs and promote their well-being. GIRFEC aims to ensure that children and young people get the right help at the right time. The child and parents/carers are involved at every step of this process.

A COMBINATION OF APPROACHES TO PROMOTE POSITIVE RELATIONSHIPS AND MEET THE NEEDS OF INDIVIDUALS OR GROUPS OF CHILDREN

We have 3 **School Rules**. These are:

- **Be Respectful**
- **Be Ready**
- **Be Safe**

We believe that these rules help children to understand how we can work together to create a positive, caring and supportive school community. We promote these school rules in a number of ways.

The school uses curriculum based lessons and activities that contribute to positive relationships and behaviour. This includes lessons related to

- Citizenship/participation lessons/activities
- Emotional health and well-being e.g. Building Resilience Programme
- Physical health and well-being/healthy living
- Empathy and emotional intelligence
- Confidence and self esteem
- Diversity
- Anti-Bullying
- Learning for Sustainability

Curricular programmes can contribute to aspects of a child's well-being and resilience. The school may at times use an alternative, flexible curriculum that supports children with additional support needs to engage with the curriculum.

The Children and Young People Scotland Act 2014 placed a statutory requirement that all children's services were designed and delivered to take account of children and young people's rights.

South Morningside Primary School is a **Rights Respecting School** and we promote rights-based values, attitudes, skills and practices among all staff. Children's rights are embedded in the curriculum by ensuring:

- The UNCRC underpins the whole life of the school and is at the heart of policy and practice

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- The whole school community understand the language of rights
- The ideals are embedded in the school improvement plan and in policies and procedures
- Children are involved in decision making at all levels
- Class charters, based on relevant Articles are created by each class at the start of each session
- The school develops an ethos where children use the language of rights to support their role as global citizens
- The school promotes its shared values with parents and the wider community
- All pupils understand that they have the right to feel happy, safe and included at school.

Other approaches used include

- **Anti-bullying programme (Respect Me)**
- **Circle Time** Circle time is an opportunity for pupils to share ideas, experiences, thoughts and feelings with their peers and staff in a safe and supportive environment.
- **Social skills groups** small groups focusing on different aspects of social communication run for about 6 weeks with children who have been identified as benefitting from a short block of extra input. Different groups have different foci, including Lego group, focusing on working successfully in a group, strong girls group, looking at tools to manage anxiety and social group, looking at successful social interaction.
- **Calm, consistent discipline** A calm, consistent and positive approach is taken by all staff. Staff model 'good choices' and regularly praise pupils and 'catch them being good'. Each class creates a Class Charter together at the start of the session based on Articles from UNCRC, to develop a shared understanding of the behaviour expected to ensure that everyone in the class is able to learn in a safe and happy environment.
- **Meet and Greet** Teachers meet and greet each child in their class by name outside the classroom door each morning. We know from pupil feedback that this provides a calm, positive and predictable start to the morning; "It makes me feel happy and ready for the day ahead", "It makes me feel welcomed", "It makes me smile as I come in to the classroom", "it really prepares you for the day".
- **Recognition Board** All classes use a Recognition Board to focus on behaviour or learning that the teacher wishes to encourage. When the teacher sees a child demonstrating the behaviour, they write their name on the board. When the whole class are on the board, there can be a short class reward. The Recognition Board targets can be refreshed hourly, daily or weekly, depending on the age of the children and the specific target. Pupils are recognised for effort, rather than achievement "everyone gets a chance to be good", you feel proud when you get on the recognition board", "It helps the whole class"
- **Above and Beyond** We know that the vast majority of children at South Morningside are consistently kind, polite, and enthusiastic and engaged in their learning. So we are always on the look out for behaviour which is 'Above and Beyond'. Teachers have positive notes which will be sent home for Above and Beyond behaviour in the classroom. All staff have 'Above and Beyond cards' which can be given to children behaving exceptionally well in the corridors and shared spaces.
- **Houses** All children at South Morningside belong to one of 4 Houses, Braidburn, Comiston, Hermitage and Pentland. Children earn Gold Coins for displaying good citizenship character traits and behaviour. The gold coins are counted each month and the winning House has an

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extra break as a reward. At the end of the year the winning House is awarded the House Trophy at the Leavers Assembly and has an extra reward.

- **Prefects** All P7 pupils are Prefects and undertake a variety of leadership roles in the dining room, playground and stairs and corridors. The P7s strive to be excellent role models and wear their Prefect badges with pride.
- **Star pupil award** Each week teachers nominate a child from their class to receive a special certificate and recognition at assembly. This award is given for personal achievement related to excellence in learning, outstanding group work or citizenship.

INTERVENTIONS TARGETED AT PARTICULAR CHILDREN WITH BEHAVIOURAL NEEDS

Where pupils are finding it difficult to follow our **3 School Rules** we provide support that meets children's needs and identifies **additional support needs** as early as possible to prevent further difficulties developing later. Most needs can be met within provision available in class, The school follows the Council's arrangements for identifying and meeting additional support needs by working in close partnership with the parents/carers, the pupil concerned and other services in contact with them. The Council's structured and progressive approach to identify, assess and meet learners' additional support needs through a pathway model provides an effective process for identifying support and ensures a proportionate use of resources as well as enabling effective planning and the best use of wider supports outwith the school.

The aim of Pathways to Support (**Staged Intervention**) is to identify children's needs and to suggest ways in which these needs could be met effectively:

Stage 1: Needs are met and supported within class

Stage 2: Needs are met and supported within the establishment

Stage 3: Needs are met and supported within establishments with support from Partner Services and Agencies

Stage 4: Needs are met and managed in a specialist setting

For further information on ASL/GIRFEC pathways, please refer to the supporting documents at:

<https://www.edinburgh.gov.uk/information-professionals/legislation-policies-asl/1>

Targeted support for children and young people with needs that may impact on their behaviour may include an additional plan. Children and young people can access a range of support aids or services which can make an important contribution to positive relationships and positive behaviour. The school uses the following to support children in their learning:

- Behaviour support plans
- Key workers: a named person for specific children
- Staff being available at critical times e.g. transitions, break times and staff changeovers

A variety of software packages are available to support improved relationships and behaviours. The school uses:

- Board maker
- Emotions Talks
- Social Stories

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- Sign-a-long

Strategies in place to deal with incidents and the identification of key staff who may respond to individual children who are vulnerable

The school recognises that supporting children and young people with their behaviour requires:

- Acknowledging that all behaviour is communication
- Understanding how a child's needs may impact on behaviour
- Identifying any known '**triggers**' and **early warning signs**
- Considering the environment, body language and speech in the process
- Intervening early if warning signs are detected to prevent a situation from escalating

We ask the child "what's wrong" and listen to their response and act accordingly. Once the reason and purpose for the child's behaviour is known we explore how we can develop appropriate support or adaptations to address the issue by promoting well-being, offering coping strategies and agreeing constructive solutions.

When a challenging situation develops our main objective is to reduce the level of arousal. The school uses De-escalation Techniques found in Appendix 2a of the Council's Better Relationships, Better Learning, Better Behaviour procedures:

<https://www.edinburgh.gov.uk/downloads/file/25520/procedure>

The school supports all staff in **Professional Development** to develop their skills to support relationships learning and behaviour. This includes but is not limited to:

- Emotions Talks: a support tool to help children communicate about emotions
- Equalities training
- Resilience Building in Children and Young People
- Restorative approaches
- Use of the CIRCLE Inclusive Classroom resource / Early Years Up, Up and Away resource
- Understanding and implementing Edinburgh's Getting it Right for Every Child approach
- Implementing strategies outlined in the CEC procedure Relationships, Learning and Behaviour Promoting Positive Relationships for learning and behaviour (online training available)
- City of Edinburgh Council Nurture Training
- City of Edinburgh Council Autism Training

Sanctions

As a staff we have developed a Procedure Flow Chart (Appendix 2). This flow chart outlines our commitment to reminding children of our consistent high expectations.

Staff use a range of strategies to support children in following our school rules. We rely on our home/school partnerships to help find the best way to reach a positive solution. As such, communication with parents/carers at an early stage where issues arise is a key part of supporting pupils to make positive changes in their behaviour and relationships.

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Verbal warning – Staff speak to the child individually about the rule they are not following and remind them of our expectations. The discussion should take place quietly and where necessary outside the classroom

Thinking Time in class Thinking Time is used to help defuse a situation and gives a pupil time to reflect and think about making positive choices. Pupils are expected to complete our 'Thinking Time Reflection Sheet' before returning to the class activities. Teachers keep a record of Thinking Time Reflections Sheets to monitor use of this sanction and any further supports that need to be in place.

Thinking Time at playtime – If a child has been involved in an incident in the playground a member of the Senior Leadership Team may ask a child to stay inside during the next break or lunchtime to complete a Thinking Time Reflection Sheet to reflect and think about making positive choices. This will then form the basis of a restorative conversation with the SLT member.

Restorative Actions On occasion the Senior Leadership Team will agree with the pupil, staff member and where appropriate parent/carer that the pupil needs a further sanction in order to reflect upon the impact of their behaviour and take actions to make amends. Any sanction agreed should be proportionate and take account of the incident and the individual needs of the pupil. For example, it may be necessary for the child to spend their playtime writing a letter of apology or spend time learning about the impact of discrimination.

Red Card System – A red card is used in the case of unsafe behaviour. The red card is sent to the office and a member of the SLT will attend immediately. Note: it may be appropriate in exceptional circumstances to remove the rest of the class while the teacher waits for assistance.

CHILDREN REQUIRING ADDITIONAL BEHAVIOUR SUPPORT

Through extreme behaviour, pupils let staff know they need help.

Building better relationships, improving behaviour and providing flexible creative curriculum programmes are the basis for alternative strategies to exclusions. Early identification of pupils at risk of exclusion is an essential part of meeting learners' needs.

The following strategies may be used to address challenging behaviour:

- Assessment of additional support needs
- Referral to specific services such as Educational Psychologist, Education Welfare Services, Social Services or Child and Adolescent Mental Health Services
- Hosting or a temporary placement
- A managed move to another school

Exclusion is always the last resort and the school must consult the *Alternatives to Exclusion and Exclusion Procedures* before proceeding.

Exclusion should only be used when:

- The exclusion is the last of a series of persistent events or when difficulties have escalated over a period of time and where all appropriate support procedures and use of external agencies have previously been used.
- The exclusion is a response to a single breach of discipline which is **so serious** that exclusion is appropriate

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All staff implementing these procedures have responsibilities under The Equality Act 2010. Have due regard for advancing equality includes:

- Removing or minimising disadvantages suffered by people due to their protected characteristics
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people

This may be particularly pertinent when supporting a child whose cultural factors or additional support needs give rise to differentiated approaches in supporting relationships, behaviour and learning.

This procedure has been developed to implement the school's 'Better relationships, Better Learning, Better Behaviour' Policy. This is a draft copy of the document and feedback from staff, the Parent Council and Pupil Council will be sought before final publication.

ASSOCIATED DOCUMENTS

This policy links with a number of other school and Council policies and procedures:

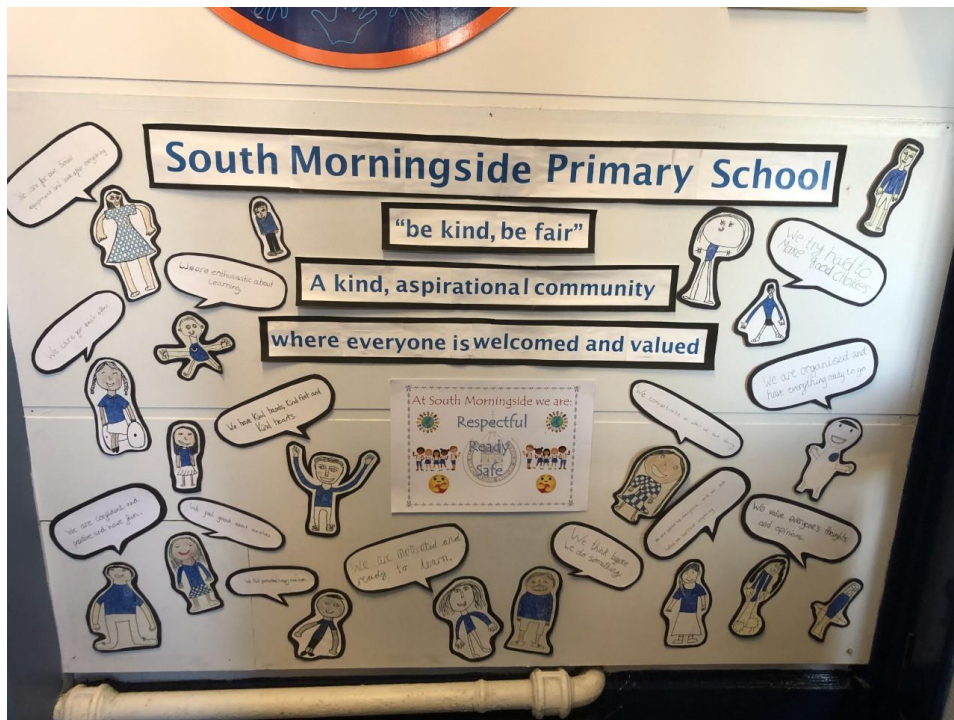
- Additional Support for Learning Policy
- Complaints Policy
- Equality and Rights Policy
- Child Protection Policy
- Physical Handling Procedures
- Equality, Diversity and Anti-Bullying Policy

MONITORING AND REVIEW OF THE IMPLEMENTATION OF THIS POLICY

The Senior Leadership Team will review the implementation of this policy every term. A review and update of the policy will be undertaken with the staff, Parent Council and Pupil Council on an annual basis.

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Appendix 1: Display created by the Pupil Council and Playground Charter



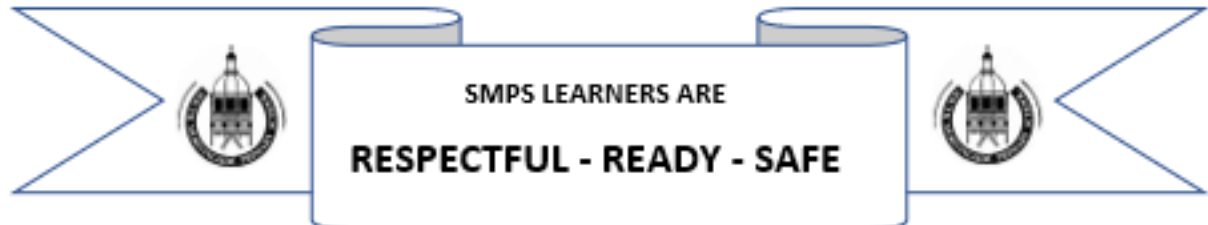
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Appendix 2: Procedure flow chart



Appendix 3: Thinking Time Reflection Sheet

THINKING TIME REFLECTION SHEET



NAME _____

CLASS _____

Which rule have broken?

What did you do?

How can you change your behaviour?

How can you make amends?

I have discussed this reflection sheet with _____

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