Promoting Positive Behaviour
August 2024

| Policy links to quality indicators					
Leadership and Management		**Learning Provision**		**Success and Achievements**	
How good is our leadership and approach to improvement?		*How good is the quality of care and education we offer?*		*How good are we at improving outcomes for all our learners?*	
1.1	Self-evaluation for self-improvement	2.1	Safeguarding and child protection	3.1	Ensuring wellbeing, equality and inclusion
1.2	Leadership of learning	2.2	Curriculum	3.2	Raising attainment and achievement
1.3	Leadership of change	2.3	Learning, teaching and assessment	3.3	Increasing creativity and employability
1.4	Leadership and management of staff	2.4	Personalised support		
1.5	Management of resources to promote equity	2.5	Family learning		
		2.6	Transitions		
		2.7	Partnerships		

Promoting Positive Behaviour

This policy has been revised and updated following consultation with parents/carers, staff and learners. The aim of this policy is to ensure consistency of approach in promoting positive behaviour across Lochnell. This policy should be used alongside Argyll & Bute 'Anti-Bullying Policy', EMC 3.08 'Managing Exclusions in Schools', 'Guidance on: Managing Distressed Behaviour' and EMC 2.26 'Violence and aggression towards staff: advice on procedures and practice'. This policy has also been developed in reference to A&B Educational Psychology Service 'Developing a Relationships Policy'. This policy follows on from Professional Reading and CLPL undertaken by staff around Paul Dix' 'When the Adults Change, Everything Changes' as well as 'After the Adults Change, Achieving Behavioural Nirvana' A copy of Section 3 of this policy is also available in all Lochnell Staff Handbooks to ensure consistency.

Section 1 – Purpose, Vision, Values and Aims

The purpose of this policy is to provide guidance for parents, pupils, and teachers about our relationships-focussed approach to behaviour management. Relationships and behaviour will be a specific focus of school inspections by HMIE, and we recognise that the two are inextricably linked. Positive relationships are also central to GIRFEC (Getting It Right for Every Child) and the UNCRC (United Nations Convention on The Rights of The Child).
Positive relationships are central to a positive school ethos which supports the inclusion, equality, and wellbeing of everyone in the school community. Positive relationships play a key role in underpinning our vision "to ensure each child feels safe and happy so that they may achieve their potential" and values which are:
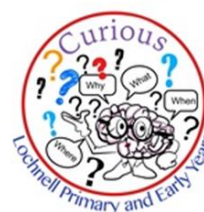
Our relationships-focused approach emphasises the importance of wellbeing as the first vital step in ensuring meaningful learning and teaching can take place. We understand the importance of fostering meaningful relationships and restoring these when things go wrong and understand the importance of co-regulation and de-escalation as vital tools to ensure a calm and caring environment.

We recognise that there may be some people in our learning community who might require further help and support with self-regulation, and we are committed to ensuring we work alongside those that experience these challenges to allow us to respond appropriately. We understand the importance of using language that is non-dispositional, so we use the term "distressed" when describing "challenging behaviour". Our approach to relationships-focused practice will prioritise, as far as possible, a solution-orientated approach.

The main purpose of this policy is to promote positive relationships within our learning community, with the common purpose of ensuring that everyone experiences a nurturing, empathetic and respectful environment.

Section 2 – Expectations, Consequences and Boundaries

It is important to emphasise that a relationships-focused approach does not mean there is a lack of expectations or boundaries. At Lochnell we have expectations in place that apply to everyone and are inclusive and achievable by all. These expectations are that our children will be 'Ready', 'Respectful', and 'Safe'. We recognise the importance of the adults modelling these expectations to ensure that learners know what is expected of them. At Lochnell, we understand the importance of the physical school environment in supporting our expectations and fostering a sense of belonging. Linked to our physical environment everyone can expect to be welcomed, loved and nurtured with areas for children to go to if they are feeling overwhelmed, anxious or are in a state of distress. These expectations exist to help us to promote a calm, secure and supportive school ethos. Our school expectations exist in order to establish the appropriate boundaries that will support effective learning and teaching. We understand that it is natural for individuals to push boundaries, but, when this happens, we are committed to reinforcing boundaries in

an attuned manner. It is important to acknowledge that we will not prioritise a punitive approach when members of our school community fall short of achieving our expectations, instead, we will explore consequences that are proportionate, natural, and collaborative in nature. Our approach will always be solution-orientated and restorative in the first instance to ensure that those involved are able to learn and implement change for themselves. Where an individual is struggling to meet our expectations, we will work collaboratively with everyone involved to ensure the appropriate support is in place.

Section 3 – Key Relational Practice

General behaviour - in the classroom

1. **Reminder** *(Said privately to individual, or generally to whole class to refocus children)*
   a. "Remember, to be **ready** you should be…"
   b. "Remember, doing/saying … is not being **respectful**"
   c. "Remember … is not a **safe** decision because it could harm you/other"
2. **Caution** *(Said privately to individual)*
   a. "I am now giving you a caution because you are still not… Please think carefully about your next step"
3. **Last Chance** *(Said privately to individual)*
   a. "Let's reset our behaviour now. Do you need time out just now to think about your choices or do you want a last chance to turn this around? At the moment, this behaviour is affecting … because it is … which is why I need it to stop."
4. **Time out** *(This is to give everyone, including young person, space and time to calm and reflect. This should happen **at the time of the incident** and should not be punitive – e.g. a loss of break/lunch time unless the incident happens at/during break time)*
   a. "I can see that you are finding it tricky to make the good choice of … I would like for you to go and have some time out at (class/office/HT room) to either read or do your work. Please come back in … minutes or when you have calmed and are ready to fix this."
5. **Repair** *(Restorative discussion and natural consequence. Listen: what was the learner's behaviour saying? Parent/carers may also be informed.)*
   a. "I'm really glad that you are ready to turn this around. What happened? How did it make you feel? How did it make others feel? How can we make this right?"
   b. "As you have made a mess, you will need to tidy up to make this right"
   c. "As you have affected … by …, you will take time to write them a letter of apology."
6. **Golden Time – reframe to positive**
   a. "As you have taken lots of children's time away from learning, you will miss 5 minutes of your Golden Time. You will be able to earn this back today by doing …"

General behaviour – outside break/lunch

1. **Reminder** *(Said privately to individual, or generally to a group to refocus children)*
   a. "Remember, to be **ready** you should be…"
   b. "Remember, doing/saying … is not being **respectful**"
   c. "Remember … is not a **safe** decision because it could harm you/other"
2. **Caution** *(Said privately to individual)*
   a. "I am now giving you a caution because you are still not… At the moment, this behaviour is affecting … because it is … which is why I need it to stop. If you continue, you will have a time out."
3. **Time out** *(This is to give everyone, including young person, space and time to calm and reflect. This should happen **at the time of the incident** which will also act as a consequence as the child will miss some of their break/lunch during this time)*
   a. "I can see that you are finding it tricky to make the good choice of … I would like for you to take … minutes time out at (bench outside, red bench inside, or office). Please come back and see me after this when you have calmed and are ready to fix this."
4. **Repair** *(Restorative discussion. Listen: what was the learner's behaviour saying? Parent/carers may also be informed.)*
   a. "I'm really glad that you are ready to turn this around. What happened? How did it make you feel? How did it make others feel? How can we make this right? As a consequence, you missed … minutes of your break/lunch on time out. Remember, if it happens again, you will miss more time."

Physical or verbal attacks

Some behaviours are more serious and cannot be left on a warning. In an event where a child physically (e.g. hits/punches) or verbally (swears or uses racist/homophobic language) attacks another child or adult, and it is clear that this is non-accidental, the following steps should be taken. This does not apply to children acting out of dysregulation/distress (see below).

1. Time out *(This is to give everyone, including young person, space and time to calm and reflect. This must happen **at the time of the incident.** During this time, the child should not be spoken to about their behaviour, as it is important that the child is calm before this occurs. HT/PT to be informed at this stage.)*
2. Repair *(This is to reinforce the seriousness of their actions and highlight the impact of their actions the other person. It may be that this stage needs to be stopped and restarted with additional periods of time out/calm, if the young person is not able to remain calm. As part of this process, there will be a restorative conversation where all parties will get to address how the incident made them feel.)*
3. Consequence *(This is to reinforce the seriousness of their actions and realise that actions have consequences. The consequence should be natural where possible, but must be time-bound (so that children know when the line is drawn and their fresh start begins – e.g. "During football, you got angry and hit xxx. For this reason, you will not be allowed to play football at lunch today, but can try again tomorrow" or "In class, you kicked xxx under the desk. This hurt them and as such I am removing 10 minutes of your Golden Time for this week. You won't be able to earn this time back due to how serious this is.")*

Dysregulation and Distress

In the event of an incident which may cause harm to a child, young person, adult or the individual displaying distress, we take the following steps:

1. **Remove:**
   a. If safe to do so, remove the child showing the distressed behaviours from the class. For some children with handling permission, this may be through lifting, and for others it may be through the CALM move; but generally speaking you should be avoiding physical contact with a child who is in distress. Coaxing / asking to move to a safe space (nurture room, HT room etc) is better.
   b. If not safe or possible to remove the child showing the distressed behaviours, the class should be moved via the nearest safe exit to another learning area until the child is out of the room. Whichever way, it is important that the child is not returning to the class before they or the class are ready for step 3
   c. If an adult or child has been hurt, it is important that they receive first aid and that the pers100 form is completed as per council policy. In the event of a child being hurt, their parents/carers should be informed.

2. **Regulate**
   a. The child showing the distressed behaviour should be given time and an activity which will allow them to regulate and calm
   b. The class/children who have witnessed/been affected by the incident have time to calm and regulate

3. **Restore**
   a. The child who has shown the distressed behaviour has their voice heard and is able to talk through and reflect on events. A check in to make sure they are alright.
   b. The children and adults who were affected have their voices heard and are able to talk through events. A check in to make sure they are alright. If any child feels anxious it is important that steps are put in place to support them and agreed with parent/carer
   c. A whole group discussion about how to move on from the incident and consequential results of the incident
   d. In the case of incidents of a child or adult being hurt, it may not be appropriate for the child to return to class until after an agreed period and a discussion with parents/carers, in order that everyone is supported with the transition. They will work with an agreed adult / in an agreed space. This is not to be punitive, but to be supportive and give the child and peers a chance to restore. It may be that some friends also work with the child in a smaller group setting to help to rebuild and restore relationships and social skills.
4. **Repair and consequence**
   a. See steps 5 & 6 of 'general behaviour - in the classroom'

5. **Restart**
   a. Once the above have concluded, we re-start and make sure the child knows that they are loved and welcomed back into class, and that the children all know that they really are sorry for the event and how they are going to try to not let it happen again.
   b. The incident is not referred to again to ensure that the child knows and feels that it truly is a fresh start.

Impacted Learners

In the instance where a learner / learners have been impacted by another child's behaviour (e.g. instances where an individual has been bullied, harmed physically, or subject to verbal abuse, we will do the following

- We will offer assurance to them
- We will speak with them either individually or collectively to allow the children to express how they are feeling. Thy may also be encouraged to draw/write their feelings if they find talking about it tricky.
- Where appropriate, we will have a restorative conversation with all involved to allow children to express how they are feeling
- We will inform the child's parents/carers
- We will check in at a later point, once all children are in class, to ensure that the child feels safe and happy.

Preventative Strategies

1. Teaching staff will engage in use of the CIRCLE resource to continually evaluate and develop their classroom as an inclusive learning environment
2. Through class activities and assembly, children will develop a greater understanding of bullying (and how to prevent it), diversity of need (e.g. ADHD/autism and that some children need different supports to succeed), and understanding of emotions.
3. Break out spaces for children who are finding it tricky (nurture room, HT office, learning support area, open area)
4. Visual timetables and visual supports in each class
5. Individual support plans as/when required, including deployment of support staff.
6. Developing staff and learners' understanding and knowledge of children's rights, and continue work towards becoming a rights respecting school

Protocol in event of child absconding from school

1. Staff member who is present and becomes aware of the pupil exiting school grounds alerts another member of staff. This can be by any means possible e.g. calling them over, telephoning, sending an older responsible child to bring another adult to you.
2. Ensure pupils in the school grounds are supervised. This can be by the adult summoned as above.
3. Staff do not chase the pupil/s who have exited the grounds, but follow behind.
4. Phone HT/parents. School Office no: 01631 720300. HT mobile is personal (number is available through staff WhatsApp chat). If HT not available/ in school, PT should be contacted. PT mobiles are personal (number is available through staff WhatsApp chat). W. Brownlie (HoS), R. Binnie (EM) or any central team staff can also be contacted for advice if HT is not available.
5. Phone police (time dependant on situation) high risk - same time as notifying parents. In instances when there are eyes-on the child, this is not necessary unless high risk. In instances where the child's location is not known, this should be once it has been established that the child is not in school grounds, or near vicinity. If in doubt, call the police.
6. Once found, pupil to be brought back to school immediately, once calm.
7. HT lead post incident review - child/ staff/parent meeting in school.

Golden Time

In our recent surveys; a number of staff, learners and parents felt that there were no clear consequences set out in our promoting positive behaviour policy. For this reason, we will introduce Golden Time. In line with promoting positive behaviour, nurturing principles and the learning from Paul Dix's 'When the Adults Change, Everything Changes', it is important that this does not become a 'name and shame' exercise. Golden time is now built into our policy, as above, but it is expected that all children will receive their full amount of Golden Time. In the event that a child loses time - no more than 5 minutes at a time (unless in the event of physical harm, as described above, which is 10 minutes and cannot be earned back), they will have a chance to earn it back over the course of the remainder of the day. Loss of Golden time will be noted privately in teacher's planner and not on a display. If a child has still

not earned back their time by Golden Time on Friday, they will go to HT room with a note of the time lost and reason. Class Teacher should also add a note to Seesaw as follows:

"… has lost … minutes of Golden Time this week due to … They had lots of chances to turn this behaviour around but didn't manage. I would ask that you have a chat with them this weekend so that they can have a positive week next week."

To make Golden Time a valuable and enjoyable experience for everyone, it will run as a sign-up event with the following activities. There will be a maximum number of spaces depending on the activity.

- Gardening
- Multi-sports
- Construction
- STEM
- Quiet room (for own choice or reading/writing/drawing etc)
- Dance
- Free play

In order that all classes get their first-choice of activities across the term, the order of classes that the sign up folder goes to will rotate weekly.

Bullying/harassment amongst staff

It is important, as both professionals and as role models for our young people that staff act appropriately at all times and in line with GTCS standards. Bullying/harassment of colleagues is not acceptable and staff should be mindful of this at all times. Equally, please be mindful of the way in which you speak about colleagues in the staffroom or to other colleagues. If you are concerned about a colleague, their capability or professionalism, please speak with the HT only to report your concerns. Please remember the following are protected characteristics, as outlined in the 2010 Equality Act:

a. age
b. disability
c. gender reassignment
d. marriage or civil partnership (in employment only)
e. pregnancy and maternity
f. race
g. religion or belief
h. sex
i. sexual orientation