

**CORNHILL PRIMARY SCHOOL**

**POSITIVE BEHAVIOUR & RELATIONSHIP POLICY (Reviewed Sept 2023)**

We aim to promote positive attitudes to others by raising self-esteem, creating high expectations and encouraging children to develop a sense of responsibility for their actions. Effective learning and teaching takes place in a positive, ordered and safe environment. Children need to know what is expected of them and how to achieve these expectations. Behaviour support is the responsibility of all staff and everyone contributes towards a positive ethos which promotes self-discipline and enhances self-esteem. Bullying is not tolerated in any way.

**Trauma-informed practice**

Staff are training in CCC (trauma-informed practice) to ensure that interactions with children are socially engaging and not socially defensive, to decrease likelihood of children relating defensively (flight/fright/freeze). School staff adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This includes removing vulnerable and traumatised children in a kind and non-judgmental way from situations they are not managing well (e.g. children who are often triggered into alarm states can access calmer, smaller areas with emotionally regulating adults).

As a whole school, we are committed to enabling children to see themselves, their relationships and the world positively, rather than through a lens of threat, danger or self-blame. Vulnerable children are provided with repeated relational opportunities (with emotionally available adults) to make the shift from ‘blocked trust’ (not feeling psychologically safe with anyone) to trust, and from self-help to ‘help seeking’. This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life. Within the context of an established and trusted relationship with a member of staff, children are given the means and opportunity to talk about their feelings and to reflect on their actions.

Curricular content enables children to make informed choices about how they relate to others, how they live their lives, and how they treat their brains, bodies and minds. Staff development and training is ongoing to help children move from ‘behaving’ their trauma/painful life experiences, to reflecting on those experiences. Staff learn to do this through empathetic conversation, addressing children’s negative self-referencing and helping them develop positive, coherent narratives about their lives.

**We aim**

* To have a fair and consistent, whole school approach to behaviour management.
* For pupils to feel safe, happy and supported, as we promote positive mental health and wellbeing.
* For pupils to treat others with respect, courtesy and consideration.
* For pupils to make good choices and decisions and take responsibility for their own behaviour and actions.
* For staff to have high expectations of pupil behaviour and to deal with incidents in a fair and appropriate manner.
* To encourage every pupil to make good decisions about their behaviour through working in partnership with home and school.
* To promote positive behaviour to encourage children to be responsible citizens both in and out of school, and throughout their lives.

**We use a range of strategies to promote positive behaviour and pupil responsibility:**

* House points and work done through House Sessions
* RADS Young Leaders
* P3-7 Champions
* Actively developed, positive, pupil and staff relationships throughout school
* Health and Wellbeing programme (Nursery – P7) with a focus on personal and social skills development
* Pupil Council
* Yellow slips
* Certificates and stickers
* Class star/reward charts and behaviour charts
* Circle time/Show & Tell
* Buddies, Monitors and Prefects
* Celebrating success in class, assemblies and display boards
* Wider World Achievements
* Class reward schemes run by individual teachers
* Yellow and Red reminder cards to guide playground behaviour

The emphasis is on rewarding the good behaviour – 2 Yellow Slips are given out by class teachers every day. Other staff members can also hand out Yellow Slips or House points as appropriate. 10 Yellow slips earn a postcard sent home through the post.

Children realise that they have choices and are guided through these choices. The rules are applied consistently, and each day is a fresh start. This is achieved through a lens of the Trauma-informed approach and knowledge of Emotion Coaching. The Golden Rules are regularly explored during Assemblies, and the Learner Attributes are celebrated both collectively and in within classes.

School, Playground and Classroom Rules are based on the ‘Golden Rules’, namely:

1. **Do** be gentle, **don’t** hurt anybody.
2. **Do** be kind and helpful, **don’t** hurt people’s feelings.
3. **Do** be honest, **don’t** cover up the truth.
4. **Do** work hard, **don’t** waste time.
5. **Do** look after property, **don’t** waste or damage things.
6. **Do** listen to people, **don’t** interrupt.

**Responsibilities**

All staff shares a collegiate responsibility for consistently implementing and encouraging positive behaviour through:

* Fostering a sense of achievement
* Involving all pupils in regular discussions about the school
* Encouraging pupils to take responsibility for their own behaviour
* Allowing opportunities for pupils to express any concerns
* At the start of the year lunchtime and playground rules are reviewed and discussed in class and assembly.

Pupil Support Assistants undertake pastoral care and supervision of the pupils at playtime and lunchtime through:

* Involving pupils in cooperative play
* Praising children when they behave well
* Encouraging children to talk about achievements or worries
* Reminding pupils of the importance of safety at playtimes and lunchtimes
* Supporting pupils who choose to behave inappropriately through involving them in one to one discussions of lunchtime and playground rules
* If children persistently refuse to follow playground rules they may be asked to sit to the edge of the playground or come inside and the incident will be discussed with the SMT and recorded. Parents are contacted if necessary.

All teaching and support staff are undergoing trauma-informed training, and most have undertaken the Emotion Coaching training. All teaching and support staff are aware of ACEs and their effects.

**Dealing with misbehaviour**

Children are encouraged to learn positive behaviour and they sometimes must learn from their mistakes. Staff should:

* Maintain a consistent, fair approach based on agreed rules
* Promote positive attitudes in class, throughout school and with parents
* Communicate intentions clearly and effectively to the child
* Be proactive rather than reactive where possible
* Use restorative approaches through questions such as ‘What’s happened?’, ‘What were you thinking?’, ‘What were you feeling inside?’, ‘Who has been harmed/ affected by what has happened?’, ‘How have they been affected?’, ‘What do you think needs to happen to put things right?’ Use co-regulation techniques when required.
* Ensure strategies and approaches are shared amongst all staff (including visiting teachers)

When addressing conflict pupils need:

* A chance to tell their side of the story and express their feelings
* To understand better how the situation happened and how it can be avoided another time
* To feel understood by others involved
* To acknowledge the harm/impact caused
* To find a way to ‘make things right’, move on and feel better about themselves

It is necessary to look at every incident carefully and to react appropriately to each set of circumstances. Parents will be informed where appropriate. One way of doing this is through the issuing of Green Slips where an incident is of sufficient severity or there has been on-going low-level misbehaviour. Staff may;

* give verbal warnings and encouragement, reinforcing correct behaviours;
* change of seating arrangements within the classroom to minimise disruptive behaviour;
* ask the child to take ‘Time Out’ to calm and to consider their choices;
* ask the child to stay in at break or lunch to reflect on their choices (with the main focus of guided discussion being on impact, alternative choices and ’making it right’);
* discuss the misbehaviour with SMT or parents;
* make alternative arrangements for the child during trips or extra-curricular activities if there is a concern regarding the safety of others.

Time to reflect is automatically given if a child has received 3 Green Slips or a Green Slip or a Reflection letter has not been returned so that this can be explored further.

Serious misbehaviour or on-going behaviour concerns should be discussed with the SMT and recorded on the appropriate forms. In these cases, a meeting with parents arranged or a Discipline Letter may be issued.

Supports will be explored to help the child and/or parents in this situation. In cases of serious breaches of discipline ‘steps’ can be jumped and, in line with the Aberdeen City authority policy and practice, temporary exclusion from school may be required.

Physical interventions are not used at Cornhill School. However, if someone’s safety is at risk it may be necessary to intervene. If necessary, these interventions are minimal/reasonable and centre on the safety and dignity of the child.

Staff continue to undertake training in the trauma-informed approach and strive to use relational interventions to bring down stress hormone levels (e.g. from toxic to tolerable) in vulnerable children, enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress-induced physical and mental illness, now and in later life.