

Law Primary School positive relationships policy

The ethos at Law Primary School is built on a strong foundation of positive, nurturing relationships with our pupils. Good relationships with all pupils and families is at the heart of our Positive Relationships policy. Developing, supporting, maintaining and modelling positive behaviour is the responsibility of the whole school community.

Article 19 - You have the right to be protected from being hurt or badly treated.

Article 28 - You have the right to an education.

Low level behaviours

These are the most common behaviours that are happening daily, and are having the highest detrimental impact on day-to-day teaching and learning in class.

What types of behaviours are we seeing:

Tapping, talking at the same time as the teacher, constant request to leave the room, interruptions, answering back, distracting others, refusal to sit in seats.

Step 1: Reminder

Make eye contact, non-verbal cue given to child, redirect back onto task.

Step 2: Verbal reminder

Delivered as privately as possible.

Talk through expectations of behaviour using a restorative approach.

Reminder of past good choices.

Give 2 positive, controlled choices for pupil to pick from to support transition of focus back to their task.

Step 3: Final reminder

Talk privately.

Reinforce reminder of past good choices.

Clarify choices given in step 2.

Thinking time - in safe space appropriate for child.

Explain what is going to happen if learning time continues to be lost.

If, at the end of step 3, a pupil has not made a positive choice or learning time has been lost, they will then be required to make this time up by either: taking some learning home or completing their task during break or lunch time. Parents will be made aware of the missed learning time through a conversation with the class teacher (lower school) or an email home (upper school).

Additional information:

The behaviour policy is a 4-step system using a restorative approach.

During the verbal redirecting and reminders, restorative questions should be asked and clear instructions/choices given.

Thinking time is a set time given to the pupil to help them come to the correct decision to support their learning. This should be given in a quiet space if possible.

If a pupil makes it to step 4 then it is at the teacher's discretion how the missed learning time is returned. If work is sent home, it could be a specific piece of class work, or a generic piece of work which will support the child's learning e.g times table practice, reading skills worksheet etc.

There is not an expectation that jotters will be sent home as this could cause issues if they are not returned to school.

If a parent/carer is to be made aware of missed learning time, then there is a standard email format, linked to the school values, which will be used to explain what happened. For lower down the school, face to face conversations can take place if it is the parent/carer themselves picking their child.

If work is not completed at home after the email has been sent home, then the following day the pupil will be sent to the Link corridor to complete it during break or lunch time.

Law Primary School
Haddington Road
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EH39 4QZ

Dear Parent/Carer,

We are emailing you to inform you that did not follow one of our school values - **Kindness, Respect and Determination**.

Positive behaviour and following the school expectations is essential to ensure a positive learning environment for all pupils. Below is a summary of the incident:

- Given reminders of the expected behaviours and support but did not make positive choices to re-engage
- Restorative conversation had with the class teacher.

We would ask that you support us by discussing this incident and reinforcing our school values at home with your child. As learning time has been lost, your child is expected to complete the work missed. This will be sent home or made available on Google classroom and should be returned/submitted the following school day.

Thank you for your understanding.

Kind regards,

Additional information:

If a pupil reaches 3 emails home in one term, then the class teacher should refer to a member of the SLT and this will be recorded on Pastoral Notes on SEEMiS.

Incidents will be recorded on a tracking grid by each class teacher. Valerie Duncan will add the tracking information into the SfL meetings each term so there is a clear checkpoint and support can be put in place if necessary.

Specialist staff

Specialist staff will have their own separate tracking grid for each time they see a class. They will follow the same procedure to communicate with parents after each incident and this will be recorded on pastoral notes after 3 incidents occur in one term.

Staff must ensure that time is set aside to have a restorative conversation with the pupil about each incident, resetting expectations for their learning within class. A member of the SLT can facilitate this time if required.

Playground staff

Further discussion around how playground staff are using this policy are ongoing.

Have a restorative conversation. Pupils will be expected to make up for any behaviour that has occurred in the playground. E.g. apologise to those involved, spend some of their time during break or lunch to make up for their unwanted behaviours.

ASN Pupils

When an ASN pupil is unable to follow the school behaviour policy the following should be implemented:

- Staff should use the positive relationships they have developed to de-escalate the situation
- Offer a quiet space for pupil to use to regulate
- Alert a member of SLT for support.

Following the incident:

- Inform key people involved with the child
- Record the incident on Pastoral Notes
- Evaluate the situation using an ABC (antecedent, behaviour and consequence) form to identify what can be learned and update plans accordingly
- SLT need to provide support for the child and the adults involved in the incident
- Reflect on the incident to try and identify strategies and supports that can be introduced

The following documents can be used to support:

- Child's Plan
- Personal Support Plan

Distressed and challenging behaviours

What types of behaviours are we seeing:

These behaviours are above and beyond what we see every day.

These are behaviours that pupils are expected to know are not acceptable in any form. These include physical violence, or the threat of, towards anyone, purposely agitating another pupil knowing they will respond inappropriately, throwing furniture or objects, leaving the safe space, classroom or school grounds without informing an adult, swearing at staff, inappropriate behaviours or comments towards others (racial, sexual etc)

For pupils showing this type of behaviour, there will be no step process to follow. Pupils will immediately proceed to step 4 with the following repercussions:

- If appropriate, pupils will be offered a safe space that will allow them to regulate and not harm themselves or others.
- SLT will immediately be informed that their support is required with de-escalation.
- Time will be provided by SLT to facilitate a restorative meeting between the pupil, their class teacher, their key adult and/or parent/carer as appropriate.
- Contact should be made with the parent/carer to discuss the behaviour and repercussions / next steps for the child.
- Sphera/Pastoral Notes will be updated and recorded using an ABC form to identify patterns of behaviour.
- For pupils with a Personal Support Plan, this should be reviewed to identify next steps.

It will be at the discretion of staff if they wish to proceed directly to step 4 in these circumstances. Staff have knowledge of their own pupils and a better understanding of any avoidable triggers that initiated the behaviour. However, this should not be at the detriment of the staff member's safety or that of the pupils, as well as losing any valuable learning time.

In the case of extreme behaviour, the class teacher should also consider evacuating the other pupils into a safer area and calling for support of another member of staff.

On resolution of the situation, it is at the discretion of staff as to how that missed learning time is returned and it may be necessary to revert back to any stage of the behaviour flow chart.

There needs to be a blanket expectation from staff for when this step of the behaviour policy is brought into play:

Swearing - first instance (pupils know that these words are not acceptable)

Physical violence - instances where a choice has been made to harm others or, where a pupil has purposely chosen to wind up another pupil which has resulted in harm to others.

Racism - first instance

We are also currently looking into using more natural consequences in these instances, so that it is more meaningful for all involved. Time for the victim of the incident to de-escalate from the situation. A pastoral note needs to be recorded on SEEMIS immediately following the incident.

Additional information:

Staff must ensure that time is set aside to have a restorative conversation with the pupil about the incident, resetting expectations for their learning within class. A member of the SLT can facilitate this time if required.

It is important that staff are recording incidents on Pastoral Notes using an ABC form so that patterns of behaviour can be identified. Parents/Carers must be notified by class teacher or member of the SLT.

Anti-bullying

At Law PS we promote children and young people's rights to:

- have positive relationships at school and at home.
- be treated respectfully and take responsibility for their part in making sure everyone can learn in a safe and inclusive environment.

Article 19 - You have the right to be protected from being hurt or badly treated.

Article 28 - You have the right to an education.

All staff within Law PS follow the East Lothian policy: [Respect for All: national approach to anti-bullying - gov.scot \(www.gov.scot\)](http://www.gov.scot).

Incidents of bullying must be recorded on the bullying section of SEEMIS.

Show Racism the Red Card: <https://www.theredcard.org/>

If you feel that your child has been subjected to racist abuse or is a victim of a hate crime, this website can advise and support you.

How we promote and reward positive behaviour at Law PS

How we promote:

- Using class charters to have an agreed standard within each class.
- Developing our understanding of nurture through ELC's nurture modules.

How we reward:

- Postcards home
- Positive behaviours, inside and outside of school, publicly recognised at assemblies each week.
- House points
- In-class positive praise by class teachers

Glossary and what happens next:

SLT - Senior Learning Team (Headteacher, Deputy Headteachers and Principal Teacher)

ABC - antecedent, behaviour and consequence

SEEMiS - An education management information system, where any concerns about a child's behaviour and/or wellbeing can be recorded.

SfL - Support for Learning. Valerie Duncan is the Support for Learning teacher within Law PS.

Pupil Support Plan/Child's Plan - These are child specific plans created to support pupils in being successful within their school setting.

This draft policy will be available to view on the school website.

In approximately 2 weeks time, a Google Form will be sent out to all parents/carers to gather in their feedback on the policy.