



# Barthol Chapel School

## Promoting Positive Relationships & Behaviour Policy

### **Rationale**

At Barthol Chapel School, the promotion of positive relationships is the responsibility of all school staff and the wider school community. Mutual support, consistency and communication are an essential component of this.

Barthol Chapel School is committed to maintaining a safe, supportive and inclusive environment for everyone in the school community. To achieve this, a restorative approach to relationships will be adopted. This focuses on building positive resilient relationships which underpin and guide the way we act in our dealings with others. We aim for all learners to be confident individuals, successful learners, responsible citizens and effective contributors.

### **Aims of Policy**

- That there must be an inclusive ethos where equal life chances are provided for all.
- That positive relationships, core skills and values and social skills need to be taught.
- That policy and practice should actively promote partnership between schools, parents, all school staff, outside agencies and pupils.
- The importance of all school staff acting as positive role models who demonstrate respect, tolerance and who value fairness and pupil effort.
- That a consistent approach in terms of reward and behaviour management should be agreed and adhered to throughout the school.
- The content of the managing behaviour for effective learning is modelled and applied by all staff.
- The 'School Values' are reasonable, fair, consistently applied and understood by all.

### **Expectations of the School & Wider Community**

To ensure the development of positive relationships at Barthol Chapel School, there needs to be a shared responsibility and ownership in the process and outcomes. It is therefore essential that a partnership approach involving staff, children, young people, parents/carers and other professionals is adopted in the formation of policies and procedures that impact on ethos and relationships. It is further recognised that much advice, training and professional development is most effectively provided in a multi-disciplinary context

### **Strategies to Effectively Promote Positive Relationships & Behaviour**

Good behaviour and caring for others is fundamental to the happiness and welfare of everyone in school. Good behaviour is encouraged in every area of school and children are helped to recognise examples of good behaviour at all times.

All staff and parents promote good behaviour and praise children who behave politely and in a caring and sensible way. Talking to children in a positive and calm way in all areas of the school encourages the development of maturity and self-esteem.

The balance between rewards and sanctions is essential. There is greater emphasis placed on rewarding children's achievements rather than identifying their failures. Adults take time to listen to explanations of what has happened before making any judgements.

Adults are fair and consistent at all times. Any sanctions used are appropriate to the behaviour, which has occurred. Every effort is made to diffuse potentially difficult situations. Always with a calm voice. \*'Time Out Area' should also be used as a tool to diffuse any situations.

There is a clear code of conduct (our vision & values), which sets the limits of acceptable and unacceptable behaviour. There is a clear expectation that all children will follow these values. Encouragement and praise will be given to motivate children to behave. Sanctions will be applied as a consequence of unacceptable behaviour.

### Our Vision & Values



**Believe, Endeavour, Succeed, Together**



### The Whole School Approach

Every effort is made to praise good behaviour in school and to emphasise the positive in order to promote self-esteem. Praise can be given in a number of ways

- A quiet word or encouraging smile.
- A written comment on a child's work.
- A visit to another member of staff for commendation.
- A public word of praise (value nomination) in front of a group, a class, or the whole school.
- Communication with the child's parents.

## **Assembly**

During assembly achievements are celebrated and positive behaviour is reinforced. Assembly offers the opportunity as a school to reflect on the desired behaviour targets and to discuss problems and explore feelings. Conflicts are resolved through supportive, open and frank discussions.

## **Circle Time**

Circle time offers the opportunity as a class to reflect on the desired behaviour targets and to discuss problems and explore feelings. Staff and children celebrate personal and social achievements and conflicts are resolved through supportive, open and frank discussions.

Through Circle Time we aim to:

- Build friendships
- Create trust
- Promote better behaviour
- Develop personal integrity
- Develop empathy
- Improve relationships
- Solve problems
- Integrate children with additional needs.
- Eliminate “put-downs”
- Promote personal and collective responsibilities
- Encourage self discipline
- Develop assertiveness skills
- Create a sense of belonging
- Promote understanding
- Improve listening skills

## **Curriculum**

The curriculum areas that reinforce key aspects of positive behaviour are Citizenship, Health and Wellbeing, Drama, Religious and Moral education and our school Rights Respecting learning as they provide opportunities to reinforce the knowledge, skills and the opportunities to re-enact and discuss in a safe environment the importance of becoming a responsible citizen in the wider society setting.

## **System of Rewards**

In addition to deserved praise for positive behaviour there is a clearly understood system of rewards.

- Values Time for children on Friday afternoon for approximately 30 minutes – activities negotiated with the children.
- Earn Value Badges through nominations from all in the school community
- Special tasks and responsibilities.
- Certificates presented in assembly for outstanding performance/effort/contribution
- Buddy responsibilities
- Showing visitors around school

It is important to acknowledge that achievements of individuals, groups and classes should be seen through wall displays, shared at assemblies, reports in newsletters and articles in the local press.

# **Working Together to Achieving the Whole School Approach**

## **Role of the School**

- Focus on positive behaviour at the start of each session through regular Values Assembly. Throughout the school year plan termly assembly focus days based on our values.
- Interact effectively with pupils – using humour, routine, neutrality, calm setting, interest in their life, and build in time to talk.
- Be aware of school policy and implement its positive values and principles.
- Recognise achievement and good behaviour fairly and consistently.
- Have a collegiate approach and share strategies with each other.
- State clearly expectations and manageable targets.
- Sanctions do not need to be severe – only inevitable.
- We are all responsible for the needs of all pupils and we must help to set and monitor appropriate behaviour targets where required. Keep abreast of new developments.
- All incidents must be investigated and recorded if substantiated.
- Everyone is valued at Barthol Chapel Primary School. We listen.
- Communication is the key to supporting the children, through sharing information and awareness raising.

## **Role of the Parents**

- Contribute to, be aware of and support the school values and behaviour policy.
- Respond to and work in partnership with the school to address and resolve any difficulties which may arise. It is important that pupils see us working together.
- Trust the school to investigate fairly and inform you when inappropriate behaviour has occurred.
- Recognise that we are all working towards the same goal – responsible pupils.
- Help teach your child to treat all individuals in a polite and respectful manner.
- Help teach your child to work hard and support him/her with homework.
- Treat staff, pupils and other parent/carers with respect.

## **Role of the Pupil**

- Discuss and follow school values at all times.
- Learn and follow classroom routines to help maintain an orderly classroom.
- Know your learning and behaviour targets and work hard to achieve them.
- Complete your homework and ask for help if you need it.
- Try to keep yourself and others safe;
- Accept praise when you do something well and the consequences when you break a school rule.
- Recognise and value your talents and try to develop new ones.
- Recognise and celebrate the values of others.

## **Unacceptable Behaviour**

At Barthol Chapel School we recognise that unacceptable behaviour often stems from personal problems or difficulties. It is our aim therefore, to establish the reasons for inappropriate behaviour so that we may then support the child.

### **Procedures for dealing with Unacceptable Behaviour**

The following list is the procedure agreed at Barthol Chapel School which may be applied when appropriate. Whilst the list generally starts with the least serious, there is not attempt to put them into precise value order.

- Level 1: Immediate checking of misbehaviour, including verbal and non-verbal indications of disapproval. (1<sup>st</sup> Warning)
- Level 2: Yellow card (2<sup>nd</sup> Warning – 5 minutes loss of Values Time)
- Level 3: Red card (15 minutes loss of Values Time & Think Sheet to be completed)
- Level 4: Continuation of undesirable behaviour (30 minutes loss of Values Time, HT informed & Think Sheet to be completed)
- Moving to designated 'Time Out' area if deemed appropriate

It is important to stress that staff aim to be positive in these situations. Teachers use many strategies/sanctions of their own in addition to the above. Any behaviour which gives cause for concern will be communicated with parents/carers.

\*Exclusion would be considered in severe and exceptional circumstances. Procedures would be followed as per Aberdeenshire Council's Policy on exclusion from school.

Unacceptable behaviour at all levels can be challenging for staff, children and young people. Any behaviour that disrupts or impacts adversely on the learning of other children or young people and the maintenance of health, safety and discipline within the school community is unacceptable. This includes low-level disruptive behaviour, bullying and incidents of verbal abuse, physical violence or assault. Staff should not be made to feel they are failures as a result of challenging behaviour from a child or young person. All staff should be able to seek support without prejudice.

## **Violent Behaviour in School**

In a minority of cases, staff may have to deal with extremely challenging behaviour. A coordinated, planned approach potentially provides staff with vital additional expertise, professional development and resources to meet the needs of the establishment's community.

Advice and training will be given to all staff on how to deal with any child or young person displaying very challenging behaviour.

Aberdeenshire policies and procedures used to support staff when dealing with children and young people displaying very challenging behaviour at Barthol Chapel School are:

- Risk Assessment Procedures-
- <http://www.aberdeenshire.gov.uk/media/12211/riskassessmentguidance.doc>
- Violence at Work Policy
- Violent Incident Reporting System
- Physical Intervention Policy

- Exclusion Guidelines - [https://www.aberdeenshire.gov.uk/media/3901/policy\\_disc\\_exclusion.pdf](https://www.aberdeenshire.gov.uk/media/3901/policy_disc_exclusion.pdf)
- Aberdeenshire Educational Psychology Service – <http://www.aberdeenshire.gov.uk/schools/eps/about-the-educational-psychology-service/>  
<http://www.aberdeenshire.gov.uk/media/5145/epsinfoforparentsandcarers4pp.pdf>  
[http://www.aberdeenshire.gov.uk/media/5155/informationforchildrenandyoungpeople\\_000.pdf](http://www.aberdeenshire.gov.uk/media/5155/informationforchildrenandyoungpeople_000.pdf)

Where a criminal offence has been committed the Head Teacher will contact authority Legal Services and/or Police Scotland.

Being a witness to, or subject of, extremely challenging behaviour may cause anxiety and stress. The Violence at Work Policy underlines the entitlement of staff to contact the police in such circumstances. Furthermore, Aberdeenshire Council offers employees the following support services:

- Employee Assistance Programme Tel: 0800 282 193 (Confidential)
- Occupational Health Service – Referral is available through Head Teachers

## **Use of Physical Restraint**

On rare occasions a pupil may become distressed and every effort is made to de-escalate the situation. Exceptionally it is necessary to hold a pupil gently until their crisis has passed. If this intervention is necessary parents are informed immediately and written confirmation is provided.

A number of staff in Aberdeenshire receive training from CALM Training Ltd (Crisis and Aggression, Limitation and Management) to ensure that if such action is needed it is taken as safely and professionally as possible. These staff are reaccredited on an annual basis.

## **Bullying**

- Bullying is **repeated** behaviour that uses power to hurt, frighten or cause distress.
- It can happen in the community, on the way to school, in the school building or in the playground.
- Bullying behaviours can include emotional bullying, verbal bullying, physical bullying, cyber bullying and racial bullying.
- Bullying at school can have a profound effect on children's lives and can have a lasting effect on individuals into adult hood.

It is important that any incident of unkind behaviour towards a pupil or group of pupils is investigated in a timely manner and dealt with appropriately by school staff.

Unfortunately, allegations of bullying are often very difficult to investigate as a number of incidents may have occurred over a period of time and events can often have no witnesses. It can sometimes be one child's word against another. This can result in a highly challenging, yet very sensitive, situation for all involved.

Therefore, it is important that any allegations of bullying within Barthol Chapel School are investigated as thoroughly as possible by school staff to ensure that information gathered is as complete and accurate as possible and is evidence based. We believe it is important to share the results of the

investigations with those concerned with a focus on planning an appropriate response and positive way forward for all those involved.

Any allegation of bullying should be referred, in the first instance, to the Class Teacher.

- The Class Teacher will find out as much information as possible about the allegation by listening to the child/parent/carer who has made the allegation.
- The Class Teacher will liaise with the Head Teacher to discuss the allegations.

Depending on circumstances, this is likely to include school staff:

- Meeting with the child and parents/carers who have made the allegations to find out further details of the situation.
- Gathering information from other children, parents and school staff who may have information about the allegations.

From the information collected, school staff will:

- Develop an understanding of allegations based on information and evidence gathered.
- Recognise that in some circumstances, there may be insufficient evidence to back up the allegations but the information gathered still forms an important part of the investigation.

Once the investigation has been completed, school staff will:

- Plan the response to the allegations. The response will be based on information and evidence gathered and will be very specific to the particular circumstances of the allegations.

The school response will focus on planning on a positive way forward for all those involved and may include:

- Meetings with the child and parents/carers to discuss the allegations, information gathered and evidence found.
- Meetings with other children and parents/carers to discuss the allegations, information gathered and evidence found.
- A range of consequences for one or more of the children involved.
- A review of support needs for one or more of the children involved.
- It may also be necessary to plan a monitoring period and review date.

It is vital that all pupils feel confident to speak out and be able to speak to any members of staff. At Barthol Chapel School we will try to promote a caring ethos where every child feels valued and is treated as an individual. We will act to prevent bullying from happening, not just react to incidents of bullying when they occur. Further information can be found following the useful links:

<http://www.respectme.org.uk/>

<http://www.childline.org.uk/Pages/Home.aspx>

<http://www.girfec-aberdeenshire.org/wp-content/uploads/2015/03/A-national-Approach-to-Anti-Bullying-for-Scotlands-Children-and-Young-People.pdf>

<http://www.childnet.com/resources/cyberbullying-safe-to-learn-embedding-anti-bullying-work-in-schools>

<http://www.bullying.co.uk/advice-for-parents/>

## **Restorative Approaches**

Restorative approaches can be used at different levels in school:

- as preventative - to promote positive relationships within the whole school community
- as responsive - and repairing when difficulties arise
- as part of support and intervention for more long-term and persistent difficulties.

The key principles of restorative approaches are:

- Fostering social relationships in a school community of mutual engagement
- Being responsible for one's own actions and their impact on others
- Respecting other people, their views and feelings
- Empathising with the feelings of others
- Being fair
- Being committed to equitable processes
- Everyone in school being actively involved in decisions about their own lives
- Willingness to create opportunities for reflective change in pupils and staff.
- 

The approach involves including the wrongdoer in finding a solution to the problem. Instead of asking 'Who's to blame and how are we going to punish them?' Focus is put on reasons, causes, responsibilities and feelings. Those involved are asked questions such as 'Who has been affected and how?' and 'How can we put it right and learn from this experience?'

The Restorative Questions:

- What happened?
- What were you feeling / thinking at the time?
- What do you think / feel about it now?
- Who has been affected by what has happened? In what way?
- What impact has this incident had on you and on others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?
- What do we need to do make sure this doesn't happen again?

The questions are neutral and non-judgemental, they are about the wrong-doer's behaviour and its effect upon others, and they are open questions which require an answer. They take everyone from the past (what happened) to the future (repairing harm) and require people to reflect on who has been affected. They are likely to help the wrongdoer develop some empathy for those affected.

## **Communicating with Parents/Carers**

At Barthol Chapel School, we support the early intervention of behaviours causing concern and work in partnership with parents to support individuals and families. A high level of cooperation and open communication is seen as an important factor in encouraging positive behaviour in the school. Parents



are encouraged to talk in confidence to the school about any significant developments in a child's life, in the past or present, which may affect the child's behaviour.

Aberdeenshire Home/School Partnership (Early Intervention)

<http://www.aberdeenshire.gov.uk/schools/parents-carers/support-for-families/homeschool-partnership-early-intervention/>

## **School Transport**

Children who travel on the school bus should behave according to the school's expectations.

## **Involvement of External Support Services**

Our school has close relationships with external support services such as Educational Welfare, Educational Psychology, Social and Community services and Police so that background understanding of the needs of the child and the provision of the right support can be achieved. Parents should be aware of any involvement of an external advisor and must fully understand the reasons for seeking further support.

We believe that through regular and open communication between home and school, close co-operation, with parents is vital to supporting the child in desired behaviour and in accessing the curriculum.

*\*Time Out Area is situated in our Launch Pad to Learning Area. This is an area where children can choose to go to or may be asked by an adult to go to. This area is not seen by all as a 'naughty' area. It is a quiet area. This area is for children who perhaps need a quiet time for thinking time or reflection. For children who just aren't feeling quiet themselves and need a little quiet time. This area is also for staff to send a child/children who require cooling down time to diffuse a situation or time to listen to child in a quiet place.*