



From the sea
...to the stars!



Positive Relationship Guidance

Positive Relationships Guidance

At Eyemouth Primary School we aim to make positive behaviour the responsibility of all. We expect the highest standards of behaviour and look to achieve this through our engagement with the UN Convention of the “Rights of the Child”. This promotes a shared commitment to respect for all in our school and wider community. Using a common language we wish to ensure everyone can fully engage with our vision and treat each other with respect, understanding and empathy. We look to our pupils, parents and staff to be role models in displaying positive behaviour for all to follow. Through the use of restorative practices, as well as reflection and mediation, we aim to resolve any issues as quickly and positively as possible.

Our approach is consistent, feels secure and is nurturing, forgiving and encouraging. We;

- have clear boundaries
- encourage learners to make good choices
- recognise positive interactions
- model positive interactions
- ensure there are logical consequences
- set reasonable expectations
- accept and move on ensuring that all situations can be resolved
- we teach learners about emotions

Through a consistent approach we aim to keep all pupils and parents involved in all aspects of our school and develop an effective means of communication to maintain high standards of positive behaviour across the whole school.

Eyemouth Primary School is committed to creating an environment where a positive culture and ethos is at the heart of productive learning. We understand that all behaviour is a form of communication and that at certain times, when under stress, children’s responses may dominate and affect their actions. As adults, we want to support all our children to be able to regulate their own behaviour through:-

- Listening to what they have to say
- Value them as an individual and their viewpoint
- Make it clear that it is the way that they are communicating that is problematic and not them as a person.

In Eyemouth Primary School strong relationships are at the heart of our school. These relationships include:

- Staff working with other staff.
- Staff and pupils working together.
- Pupils and pupils working together.
- Staff working with parents/carers and pupils

A Nurturing Approach

At the heart of our approach to positive relationships is our underlying whole school approach to Nurture. As a nurturing school, we recognise that positive relationships are central to both learning and wellbeing. We recognise that everyone within our school community have a role to play in establishing the positive relationships that are required to promote healthy social and emotional development and that these relationships should be reliable, predictable and consistent where possible. A nurturing approach has a key focus on our school environment and emphasises the balance between care and challenge, which incorporates attunement, warmth and connection alongside structure, high expectations and a focus on achievement and attainment. It is based on the understanding of 6 Nurturing Principles, which have been adapted and are outlined below:

1. Children's learning is understood developmentally
2. The environment offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. Transitions are important in children and young people's lives

Our Vision

From the sea to the stars, be the best you can be.

Our Values

Ready

To Learn and to try my best

Respectful

To others and to myself

Safe

In my words and my actions

Our Aims

- Everyone is ready to welcome new opportunities in their learning and through wider experiences.
- Everyone will respect each other, their diversity and the environment.
- Everyone will feel safe and supported in an inclusive community.
- Everyone's health and well-being at Eyemouth Primary School will be our priority.

Our Rights

- A right to be safe.
- A right to be respected.
- A right to play with our friends.
- A right to be listened to.
- A right to learn.

We are a Unicef UK Rights Respecting School where children's rights are learned, taught, practised, respected, protected and promoted.

Recognition

We recognise and reward learners who go above and beyond. Although there are a variety of levels of reward, our staff understand that a quiet word of praise can be as effective as a larger, more public reward. 'It is not what you give but the way that you give it that counts'. We always praise the effort not the outcome for example; 'you have worked hard to improve your writing' not 'you are a good writer'. The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships which lies at the heart of ensuring learners succeed.

To recognise those who go above and beyond we will celebrate success by:

- Awarding positive points.
- Mention on praise boards in classrooms
- Contacting parents e.g. a note home, a phone call
- Celebrating our Star Awards during assembly
- Wider achievements will be celebrated each week during assembly

Over and Above

If we constantly reward minimum standards then children will strive for minimum standards. If we reward children for going over and above then there is no limit to their excellent behaviour. Using the term 'Over and above' needs to be repeated often and marked with the children.

Focusing on behaviour that is over and above creates an immediate shift in expectations. It gives the children something more than bare minimum to achieve – it gives them something to reach for! We need to specifically recognise those children who go over and above. The school will seek ways to recognise those pupils that demonstrate behaviour that is over and above.

Consequences

Consequences are simply the resultant experience of the actions we take (our behaviour). Consequences should not be perceived as negative and should be focused on the benefits experienced when everyone meets the shared and agreed expectations. We all need to experience consequences if we are to properly understand 'cause and effect'. They can be positive or negative, natural or imposed (usually by an adult) Children and young people need to understand consequences if they are to become both successful learners and responsible citizens. For example, if I work hard I get good grades, OR if I damage something I'll have to try to fix it. They are about learning and are not about punishment.

De-escalation and Regulation Guidance

The chart below is linear in design however we are very aware that not all behaviours fit such a chart. Where appropriate, staff members may leap or accelerate steps after due consideration.

	Steps	Actions
1.	Proximity praise	Identify someone modelling good behaviour and praise / reward this behaviour
2.	Redirection	Gentle encouragement, an encouragement in the right direction; a small act of kindness
3.	Reminder	A reminder of the expectations – Ready, Respectful, Safe delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Quiet conversations to check any pastoral needs.
4.	Reflection time within classroom	Through a restorative conversation give the learner a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so.
5.	Internal Referral	It is recognised that some children when heightened, require to have some quiet space away from the classroom. This time should be supported by an adult at all times. The place for this reflection time should be planned e.g. a quiet, suitable place within the classroom to avoid interruption of learning (plan and identify this space with all learners), a nearby learning space or an adjacent classroom.
6.	Restorative conversation	A restorative conversation should take place when appropriate. Remember the constant language is Ready, Respectful, Safe . All staff will follow the agreed scripts for restorative conversations.

(Should a child go into crisis and immediate support be required all classrooms and the hall will have assistance cards with the class name on it. The card should be sent to the School Office who will then seek assistance from a member of SLT or another PSA)

During break and lunchtimes, the same system will be used however when a child is at step 5 and at the point of needing time-out in another room or with another member of staff or, for specific serious incidents involving dangerous or disrespectful behaviour, SLT and Class Teacher will be informed. At this point, children will be expected to wait in a designated place to discuss their behaviour/incident with a member of the SLT or Class Teacher. This will be a restorative conversation to enable the child to regulate and return to class.

Challenging Behaviour

At Eyemouth Primary we recognise that all behaviour is communication and more challenging behaviour often indicates a pupil in need. Consideration will be given to how best to support those children who continue to require time out and those children whose behaviour is unsafe in the playground.

Where a child has displayed challenging behaviour (e.g. verbal or physical aggression towards another child or member of staff) we understand that the steps detailed previously may not be appropriate.

In these circumstances staff should aim to de-escalate the behaviour using agreed methods, and discreetly send an assistance card to the School Office. If de-escalation is not effective or other children are in immediate danger the class should be moved to a safe location (e.g. gym hall, quiet room, adjacent classroom), and the staff member should remain with the child in crisis. Staff should ensure the class are supervised by another staff member until SLT are able to support.

In most circumstances SLT will not intervene whilst a staff member is attempting to de-escalate, as we understand that often the class teacher or PSA has strongest rapport with their pupils. We will stand side by side with the staff member and reinforce the de-escalation techniques.

The school monitors breaches of the school's Positive Relationship Guidance by recording incidents in Pastoral Notes on Seemis where appropriate. For children who's dis regulated behaviour is becoming a concern, Class Teachers should contact the parents in the first instance to discuss concerns and identify home school links.

If improvement does not happen member of the Senior Leadership Team will contact the parents/carers in order that a partnership approach can be established to improve their behaviour. A more holistic approach will be discussed, including the support from outside agencies where appropriate.

For those pupils who require support beyond the classroom, school staff will:

Provide an adapted or supported curriculum suited to meet their need e.g. Nurture or Enrichment. Discuss effective actions with senior leaders and regularly review supports in place. Facilitate well-being sessions to help re-align their aptitude to learning. e.g. outdoor learning.

Act with accordance to personal need, communicate with parents, and involve external agencies as and when required.

To ensure all pupils remain included in line with National Policy, we will:

- Consider alternative, personalised timetables for a specified period of time if required
- Regularly review success and amend accordingly
- Discuss alternatives with parents, pupils and additional agencies
- Where appropriate convene a Review meeting encouraging a multi-agency solution focused approach.

Exclusion from School:

National Guidance provides a strong legislative framework for promoting inclusive practice in Scottish Schools. Eyemouth Primary School as part of Scottish Borders Council is committed to providing an education service which has a relentless focus on Inclusion, Achievement, Ambition and progress for all. Exclusion from school will only come into operation as a last resort when all of the above has been exhausted. This guidance will be kept under regular review and adapted according to need.

30 Second Scripted Intervention

There is no one 'correct' script when a pupil digs in their heels. Try the following and adapt it:

I noticed you are ... (having trouble getting started/struggling to get going/wandering around the classroom)

It was the expectation about ... (lining up/staying on task) ***that you didn't meet.***

If you continue to do this, you will be choosing to take time out.

Do you remember last week when you (arrived on time every day/got that positive note/finished your work as expected).

That is who I need to see today ...

Thank you for listening. (Now give the child some take up time)

Other Script Ideas

- You need to understand that every choice has a consequence. If you choose to do the work, that would be fantastic and this will happen If you choose not to do the work, then this will happen I'll leave you to make your decision.
- Do you remember yesterday when you helped me to tidy up? That is the John I need to see today, that is the John you can be all the time.
- I don't like your behaviour. Your behaviour is disruptive, damaging and dangerous. I don't like your behaviour but I believe that you can be a success.
- What do you think the poor choices were that caught my attention?
- What do you think you could do to avoid this happening next time?
- John it's not like you ... (kick doors/shout out/throw things)
- If children turn away from you when you are delivering the script, mimic you, say it to you or deliberately refuse to listen, continue delivering the script.
- If children cry when you begin delivering the script, say, 'I will come back when you have stopped crying.' Then you will have to skilfully find your moment to return.

Ten ways to manage secondary behaviours

Remember that if a child is told to leave the class for example and when doing so, kicks a seat over, do not chase the secondary behaviour (kicking the seat) when they have carried out the request to their first behaviour (left the room). Chasing a child's protest behaviours ensures that they rarely need to answer for the original behaviour. You soon find yourself in sub-arguments with the original behaviour lost in the fog.

10 ways to manage:

1. Don't bite back with your words.
2. Refuse to chase secondary behaviours or engage in power play (e.g. Yes you did/no I didn't etc).
3. Use choice if you can but not if it inflames the situation.
4. Resist the urge to bring up past misdemeanours.
5. Don't follow learners when they walk away unless you have to because of clear and present safety concerns. Often the act of following can provoke another peak in anger.
6. Remember that you are the adult. Focus on the outcome that you want, not the argument.
7. Ask questions and try not to make accusations.
8. Focus on what is happening next. You can uncover what has just happened later.
9. Whenever possible move the student to a safe place out of public view and the pressure of an audience.
10. Shift into listening mode. This is not a time for lengthy speeches. Less will almost certainly be more.