


Hanover Street School



Positive Relationships & Behaviour Policy

<u>Relevant Performance Indicators</u>		
<i>HGIOELC (2016) & HGIOS4 (2015) Quality Indicators</i>	2.4 2.5 2.7 3.1	Personalised Support Family Learning Partnerships Ensuring wellbeing, equality and inclusion.

Policy Written By	In Consultation With	Date of Review	Date of Next Review	Changes Made	Signature(s)
Gillian Forbes, Depute Head Teacher	Parents, pupils and school teaching staff	November 2018 February/ August 2019	August 2020	*Additional Nurture UK info. *Additional Rights Respecting Schools info. *Updated ASL Code of Practice *Updated links to web pages and other school/Council policies February 2020	



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1. Rationale

“Developing good relationships and positive behaviour in the classroom, playground and wider community is essential for creating the right environment for effective learning and teaching. Where children and young people feel included, respected, safe and secure and when their achievements and contributions are valued and celebrated, they are more likely to develop self-confidence, resilience and positive views about themselves.”

*Page 5, Scottish Government (2013),
better relationships, better learning, better behaviour.*

“Children have the right to be educated and the obligation to learn as much as their capabilities allow. Discipline in schools must respect children’s dignity.” Article 28

“No child should be punished in a way that humiliates them or hurts them.” Article 37

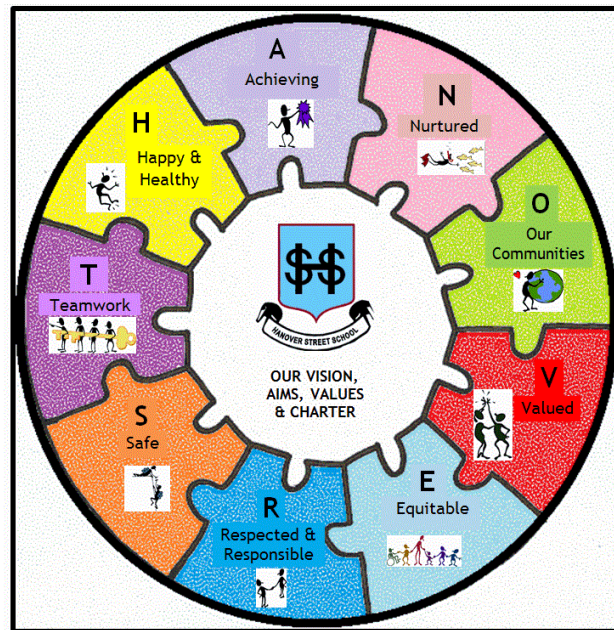
United Nations Convention on the Rights of the Child (UNCRC)

2. Aims

At Hanover Street, we aim to ensure that everyone in the school community (pupils, parents, staff and community partners) feels:

- Happy and valued, through developing and maintaining strong, positive relationships;
- Safe in a secure, inclusive environment, promoting resilience and equitable use of support and resources;
- Nurtured and encouraged, promoting quality learning and teaching, raising attainment and wider achievement;
- Part of the school team, modelling shared, mutual and individual respectful behaviours within the school environment, taking responsibility for actions of self.

These can be summarised by the school's charter, which is shown below and displayed around the school.



3. Whole School Approaches

In fulfilling these aims, Hanover Street School uses a variety of approaches. These all include a focus on developing children's emotional health and wellbeing, relationships skills, attitudes and behaviours:

i. Rights Respecting School

The [Rights Respecting Schools Award](#) (run by UNICEF, UK) puts children's rights at the heart of schools. Hanover Street School is a Rights Respecting School. We received our "Bronze Award: Rights Committed" in March 2017 and aim to continue extending our [journey](#).





We aim to fully embrace the United Nations Convention on the Rights of the Child (UNCRC), embedding a child rights approach into all aspects of school life. We aim to do this by:

- Teaching and learning **about** rights
- Teaching and learning **through** rights – ethos and relationships
- Teaching and learning **for** rights – participation, empowerment and action

The Award is not just about what children do **but also, importantly, what adults do**. In Rights Respecting Schools children's rights are promoted and realised, adults and children work towards this goal together.

At Hanover Street School, we focus on a positive approach of promoting rights and respectful behaviours, rather than a negative, punitive approach of 'rules' and 'consequences.'

ii. **Nurturing Principles**



In November 2018, Hanover Street School enrolled in the [National Nurturing Schools Programme](#). This programme allows staff to develop and embed a nurturing culture throughout their schools, enhancing teaching and learning, promoting healthy outcomes for children and young people, all by focusing on emotional needs and development as well as academic learning in a whole-school environment.

The programme takes place over a two-year period, after which, we hope to gain recognition for our efforts in achieving a higher level of nurturing provision. Hanover Street School will be assessed by Nurture UK and hopefully awarded the [National Nurturing School Award](#).



Simply, as a nurturing school, we are guided by, and place a large value and emphasis on the 6 principles of Nurture to promote positive relationships, respectful and responsible behaviours and high-quality learning and teaching:



iii. Promoting Resilience – Bounce Back



Emotional resilience is at the core of positive health and wellbeing. At Hanover Street, we use a Health and Wellbeing programme called Bounce Back. This is an extensive programme for P1 and beyond. Various strategies are used, culminating in P7 in the understanding of the acronym below:

B – Bad times don't last. Things always get better. Stay optimistic.
O – Other people can help if you talk to them.
U – Unhelpful thinking makes you feel more upset.
N – Nobody is perfect – not you and not others.
C – Concentrate on the good and the funny bits.
E – Everybody has setbacks sometimes.

B – Blame fairly.
A – Accept the things you can't change but try to change what you can first.
C – Catastrophizing exaggerates your worries.
K – Keep things in perspective. A distressing situation is only part of your life.

iv. Solution Focused & Restorative Approaches

Restorative Practice is a way of working with children that acknowledges the central importance of effective relationships in schools. It places particular emphasis on developing **respect, empathy, social responsibility and self-regulation**.

Restorative Beliefs

1. Children are social beings – they prefer to feel they belong rather than to feel isolated or rejected.
2. Children develop a sense of fairness, justice, right and wrong.
3. Children change and their behaviour can change.
4. The way I work with and relate to a child can influence his/her feelings, thoughts

and actions.

We will use restorative approaches (restorative conversations, problem-solving circles, etc.) to develop respect for the rights of self and others. Instead of 'simply getting into trouble' and using punishment, we will encourage and lead restorative approaches where children can:

- Admit to and take responsibility for their actions.
- Hear and empathise with the feelings of others – that is the consequences of their actions.
- Discuss future possibilities /choices of behaviour in similar situations.
- Offer to say/do something to make amends (therefore **restore** the relationship).



v. Inclusive Ethos and Support

Inclusion

Curriculum for Excellence is an inclusive curriculum from 3 to 18 wherever learning is taking place. Equalities legislation has been put in place relating to race, gender, age, disability, religion or belief and sexual orientation.

The [Additional Support for Learning](#) legislation in Scotland also promotes inclusion. There is a duty to provide additional support for learning when any child or young



person needs support for whatever reason. [Supporting Children's Learning Code of Practice](#), the statutory guidance which accompanies the Additional Support for Learning Act, explains that there is a range of factors that may give rise to a child's additional support needs. These include the learning environment that the child encounters, social and emotional factors, health and disability and the child's family circumstances.

At Hanover Street School, we aim to respond in such a way that barriers to participation, learning and achievement are removed, inclusion and equality are promoted and a high-quality education for all is developed and sustained.

Support

All children and young people need support to help them learn and develop. The needs of the child or young person should always be central to the identification, planning and provision of support. Support should be appropriate, proportionate and timely. At Hanover Street School, we aim to adopt and utilise an extensive range of approaches from universal whole school approaches to more targeted or additional approaches through school and multiagency assessment, planning and provision for children and young people with relationship, social or behavioural needs.



4. Expectations (*these lists are only examples and are not exhaustive)

Expectation of Staff

- A strong understanding of the concept of “**universal support**,” focusing on delivering learning to meet individual needs.
- Promotion of positive, caring, nurturing, inclusive, fair ethos, climate and relationships.
- Devising and refreshing class charters, relating to school charter and needs of class/pupils.
- Provide a safe and secure classroom environment.
- Use of positive, rights respecting language and modelling behaviour and mutual respect for all of school community.
- Responsive to children’s needs - personal learning/individualised education planning with regular analysis and evaluation of successes/areas for development, undertaking career-long professional learning as required.
- Provide children with regular opportunities to discuss their learning, development, relationships and/or behaviour.
- Provide additional or “targeted support,” tailoring it to pupils’ individual circumstances, removing barriers to learning as far as possible.
- Allowing pupils appropriate choices and opportunities to achieve positive outcomes.
- Communicate and record information clearly with relevant staff, parents, partners and agencies.

Expectation of Parents/Carers

- Acknowledgement of parental role as prime/first educators.
- To work together/in partnership with the school and other agencies.
- Attendance and punctuality for pupils and parents (e.g. at start and end of day).
- For children to arrive, as far as possible, in a positive mind-set, appropriate labelled clothing/belongings, ready for learning (adequate sleep, nutrition, etc.).
- Modelling respectful behaviours – especially in and around school.
- Open communication – share important information with us.
- Support with homework, other learning tasks and home/school communication systems.
- Discussion of relationships and behaviours at home, with a positive mind-set.
- Asking for support if/when required – we can access many agencies/provide some useful strategies to support at home.
- Respecting the confidentiality and needs of other children and families.

Expectation of Pupils

- Show respectful behaviour to **all** members of staff and pupils.
- Be respectful of people’s space.
- Be respectful of resources and property.
- Choose safe behaviours, make others and **you** feel safe.
- Ask for help when you need it.
- Accept mistakes and failure – this is an important part of learning.
- Value others’ opinions/feelings.
- Use your best efforts.



5. Celebrating Successes/Recognising Positive Behaviour

It is understood that celebrating success and recognising positive behaviours is the responsibility of the whole school community - teachers, support staff, parents and indeed pupils themselves.

To acknowledge and reinforce positive, respectful behaviours, at Hanover Street School we will:

- use Class Dojo, a web-based app which awards points and allows teacher/parent communication, in all primary classes, supporting parents in its use as/when required;
- present certificates and use appropriate checklists to ensure that no pupil is excluded from this for a lengthy period;
- award house points with termly rewards for demonstrating positive, respectful behaviours and special extraordinary events/achievements (houses are Duthie, Hazlehead, Seaton and Westburn, which children are allocated on enrolment);
- use specific praise, meaningful feedback and “thank you” to develop pride, self-esteem and empathy;
- award stickers as and when felt deserved/required;
- devise simple and sustainable ways of recording and sharing wider achievements, to celebrate the holistic development of each child.

6. Procedures for Dealing with Unacceptable Behaviour

Phase	Example of Behaviour	Examples of Interventions	Who Guides/ Supports With This Behaviour	Recording/ Reporting Methods
1	<p>Disruption to class – Chatting, making silly noises, interrupting/shouting out</p> <p>Lack of focus on tasks</p> <p>Refusal to complete task, ignoring instructions</p> <p>Use of unacceptable/minor offensive language</p>	<p>Positive reinforcement to those exhibiting desired behaviours</p> <p>Restorative conversation</p> <p>Universal/targeted support evaluated and refreshed if appropriate</p> <p>Verbal reminder of expected behaviour/ reprimand & warning given</p> <p>Loss of dojo points/Loss of activity/golden time</p> <p>Moved within classroom</p> <p>Loss of classroom/playground/school privileges</p> <p>Universal strategies</p>	<p>Staff Member</p> <p>Involved Class Teacher (CT)</p> <p>Pupil Support Assistants (PSAs)</p> <p>Anti-Bullying Policy</p>	<p>Note in diary</p>
2	<p>Class disruption</p> <p>Misuse of school property/services</p> <p>Regularly disengaged</p> <p>Refusing to follow instructions/complete task</p> <p>Lack of respect, continued defiance</p> <p>Abusive to others: verbal (offensive language) physical or in-school cyber bullying behaviour</p> <p>Bullying behaviours</p> <p>Swearing</p>	<p>Restorative approaches</p> <p>Universal/targeted support evaluated and refreshed if appropriate</p> <p>Previous interventions, if appropriate</p> <p>Log sheet/tracking/ABC analysis</p> <p>Exclusion from activity in progress</p> <p>Removed from class (PSA)</p> <p>Parents informed – phone call/note home</p> <p>Parents invited in to discuss ongoing issue</p> <p>Think sheet/Letter of apology or other way to make amends</p> <p>Loss of privileges, Notify member of SLT</p>	<p>Class Teacher, with support from SLT as required</p> <p>Parents</p> <p>Anti-Bullying Policy</p>	<p>Note in diary, added to SEEMIS Pastoral notes when felt required/ Bullying/Equalities Module (always for bullying behaviours).</p>
3	<p>Failure to respond to previous interventions</p> <p>Aggressive behaviour</p> <p>Prejudiced incident (with reference to Protected Characteristics of Equality Act 2010)</p> <p>Bullying behaviours</p> <p>Behaviour likely to injure self or others</p> <p>Offensive language towards staff</p> <p>Ongoing bullying behaviours</p> <p>Deliberate theft</p> <p>Serious misuse of services (e.g. internet)</p>	<p>Restorative approaches</p> <p>Targeted support evaluated and refreshed if appropriate</p> <p>Previous interventions, if appropriate</p> <p>Removed from class (in consultation with SLT)</p> <p>Inform parents</p> <p>Physical intervention (see Physical Intervention policy – this is used only as a last resort)</p> <p>Person Centred Risk Assessment</p> <p>Wellbeing Assessment</p> <p>I.E.P / Referral for support</p>	<p>SLT in partnership with CT</p> <p>Parents</p> <p>Anti-Bullying Policy</p> <p>Other agencies as required</p>	<p>SEEMIS Pastoral notes/ Bullying/Equalities Module</p> <p>Letters in children's file(s)</p>
4	<p>Serious or continued disruption</p> <p>Serious or continued abuse or bullying behaviours</p> <p>Assault on pupil or staff member</p> <p>Possession of alcohol, illegal substances, offensive materials or dangerous weapons</p>	<p>Loss of playtime/lunchtime (extended period of time)</p> <p>Courting exclusion letter</p> <p>Exclusion – temporary</p> <p>Exclusion – conditional</p> <p>Request for removal from register (See A.C.C. Policy)</p> <p>Anti-Weapons Policy</p>	<p>SLT</p> <p>Parents</p> <p>Anti-Bullying Policy</p> <p>Anti-Weapons Policy</p> <p>Other agencies as required</p>	<p>SEEMIS Pastoral notes/Bullying/Equalities Module</p> <p>Letters in children's file(s)</p>

7. Summary

In summary, at Hanover Street School, we believe that children's wellbeing is at the heart of being able to get it right for every child (GIRFEC).

It is the **shared** responsibility of all practitioners, parents, carers and pupils **to work in partnership** so that positive relationships are valued, created and maintained. This will consequently promote positive behaviours, improving teaching and learning, attainment and achievement.

At all times, a **proactive, solution-oriented approach will be priority** whereby children, families and staff are respected, supported, and included to flourish at Hanover Street School.