

# Fyvie Primary School



## Positive Relationships / Positive Behaviour Policy



## 1. Introduction and Rationale

In accordance with the UN Convention on the Rights of the Child, we endeavour in our school to use these rights in our approaches to build an ethos where behaviour is positive and mutually respectful in our school.

The articles which are most relevant in terms of those approaches are listed below:

### Article 3

All adults should do what is **best for you**. When adults make decisions, they should think about how their decisions will affect children.

### Article 15

You have the right to **choose your own friends** and join or set up groups, as long as it isn't harmful to others.

### Article 19

You have the right to be **protected from being hurt** and mistreated, in body or mind.

### Article 29

Your education should help you use and develop your **talents and abilities**. It should also help you learn to live peacefully, protect the environment and respect other people.

### Article 37

No one is allowed to punish you in a **cruel** and harmful way.

### Article 39

You have the right to **help** if you've been hurt, neglected, or badly treated.

In Fyvie School, we work hard to create a respectful and nurturing environment where everyone is valued, listened to and seen. We recognise that it is difficult for some children to regulate their emotions and we, as adults, support children to be able to do this. As a school community, we all take the time to know our pupils and their families as individuals, it is from this that we strive for everyone to be able to reach their full potential.

This policy provides information regarding what we have in place which builds the positive ethos conducive to strong relationships which in turns yields positive behaviours and outcomes for all.

We firmly believe that good behaviour is important. Our belief is that high standards of behaviour are an essential component of the effective school. Every pupil is entitled to be educated and learn in an environment that will allow them to give of their best.



At Fyvie School, we work together with pupils, staff, parents and others in the wider school community to ensure that we maintain and promote positive relationships which in turn brings positive behaviour.

## 2. Building Positive Relationships and Positive Behaviour Approaches

We maintain positive relationships in Fyvie through:

<u>Approach</u>	<u>Brief Description</u>
Increased Roles and Responsibilities (Article 29)	Across school we encourage our children to lead learning. In the Upper Stages especially, children work within roles which allow a sense of being part of the whole team to develop, as well as the opportunity to progress their interpersonal skills. Our School Groups foster those same skills, with children working together on purposeful activities which allow for interaction with children out with their own class, towards a particular goal.
House Points	In school we encourage behaviour by means of our House Points system. Children are rewarded for hard work, teamwork, being helpful, independent working and succeeding at something in school by adding tokens to their House Point container which are collated and counted by P7 house and vice captains. The totals for the houses are regularly updated as part of our assembly by the House Captains and Vice Captains so that a spirit of being part of a team is fostered and celebrated. Special treats are earned throughout the term for achieving set goals as a team. At the end of the school year, we award the House Trophy to the house which <u>has</u> accumulated the most points across the year and from achievement at Sports Day. To this end, we are celebrating individual successes throughout the year and not simply team totals.
Positive Behaviour Approaches in Classrooms (Article 29)	Teachers foster positive and mutually respectful relationships in their classes by means of their own personal approach to achieving the best classroom ethos for their children. Whole-school approaches include recognising effort by means of our house points charts and teachers can also celebrate progress in other means such as achievement certificates which link to our Fab 4. Our Fab 4 values remind children and staff that within Fyvie School through being <b>respectful</b> and an integral part of <b>“everyone together”</b> we can <b>achieve</b> and be <b>happy</b> in school.

<p>Positive Behaviour Approaches in Playground (Article 29)</p>	<p>Our PSAs promote mutually respectful relationships with our children. Our pupils recognise the role our PSAs play in the playground and value their support. Children who require assistance to behave in an appropriate manner are guided by our PSA team. Where the intervention of the Head Teacher becomes necessary, children are asked to consider their actions during part of a restorative practice discussion. Where more serious incidents occur, those are logged on a pastoral or behavioural note on Seemis and parents are informed so that a joint approach can be taken to resolve the situation.</p>
<p>Restorative practice approaches (Article 37)</p>	<p>As mentioned above, all staff strive to deal with behaviour incidents under the Restorative Practice approach; how can we move on in a positive way from this situation and recognise where things went wrong, how to ensure they are not repeated and how to restore the relationship. Serious incidents are recorded on Seemis and parents will be notified.</p>
<p>Dealing with misbehaviour consistently (Article 39)</p>	<p>Where incidents are repeated, our staff will endeavour to help children recognise where a change needs to take place. Parents will be involved to share the approaches taken and open lines of communication will be encouraged so that sustained improvement can be the aim.</p>
<p>Working with parents where there are concerns. (Article 3)</p>	<p>We believe in keeping parents informed at the outset should a problem arise. This allows us to approach the issue at an early stage, so that the necessary supports can be placed around the child. We have an open-door policy and strive to ensure our parents are aware that we are here to help with any concern they may have. Parents should not feel they need to wait for formal arrangements such as parents' night. At any time, parents are very welcome to make an appointment with the class teacher or with the Headteacher.</p> <p>Regular communication is encouraged between school and parents until issues have been resolved.</p>
<p>Thorough investigations where concerns are reported, or incidents have taken place. (Article 3)</p>	<p>Whether at a school level or where it becomes necessary to involve outside agencies, concerns are shared with the Headteacher so that support can be put in place. Those are documented and stored within a child's pastoral notes on Seemis.</p>

Equipping pupils with skills to build positive relationships. (Article 29)	In Fyvie we believe that everyone is an important part of the whole team. As part of our curriculum, relationship education is an integral part of classroom life. Teachers also plan paired activities during which older pupils develop relationships with younger pupils. Our P1 buddies are trained to look out for the wellbeing of our youngest pupils and through this a sense of being a team is also fostered. Our approaches during assembly encourage mutual respect and the sense of being 'Team Fyvie'. Where children require support, they can make use of our Nurture Room for one-to-one sessions which tap into the expertise of our nurture PSA.
Equipping pupils with skills to deal with minor conflict. (Article 19)	Our PSA team is trained to be able to discuss minor conflict with our children and to highlight making the correct choices, in addition to the support received from our pupils' own class teachers. Children will have had "Cool In School" training within class to support their decision making and conflict resolution skills.
Our UNICEF Rights Respecting School agenda	Our Rights Respecting Schools group shares articles from the UNICEF Convention on the Rights of the Child with all classes during assemblies, at regular intervals. They explain what the rights mean and how this applies to our lives in school. Often those rights are tailored to specific times of year when particular rights merge neatly with work already being done in school e.g. during cultural celebrations or a nationwide focus such as Children in Need Day.
Anti Bullying / Respect for All / Anti-discriminatory approaches (Article 37)	In Fyvie School we strive to deal with situations before they reach the stage of being seen as repeated bullying. However, should those incidences occur, we will act quickly to support the children involved. This involves a system of support to identify why this is happening, ensuring that the child and the child's family feels supported through this. We also investigate the reasons for this from the perspective of the perpetrator and involve their parents to arrive at a satisfactory conclusion. All bullying incidents are recorded within the Bullying and Equalities section within Seemis.
Internet safety education and online citizenship (Article 19)	Internet Safety is an important part of our Health and Wellbeing curriculum and as such is referred to throughout the session. Children and parents are supported and educated in how to remain safe online. Should incidents come to light where children are experiencing or instigating unsafe behaviour online, we do our best to support this in school.
Paired class work	Throughout the school session, paired class work is undertaken.

(Article 29)	Teachers and children work together to plan activities which build relationships, progress skills and focus on meaningful tasks where children from each of the classes benefit from working closely together.
Ethos of trust and respect (Article 15)	Our assemblies focus on our whole-school ethos; sharing the direction our school is heading, celebrating achievements in and out of school.
Religious and moral Education as part of our Curriculum	<p><i>“Religious and moral education will allow your child to explore the world’s major religions as well as views that are non-religious. Your child will think about the challenges presented by these beliefs and values, and their place in the world. They will explore how religious and non-religious beliefs and values are expressed through traditions in religion, society and cultures. Your child will think about their own beliefs and values. It will support them to develop moral decision-making skills.</i></p> <p><i>Your child will develop a better understanding of themselves, others and the wider world. Your child will develop their awareness that beliefs, values, practices and traditions are important to families, communities and society - locally and globally. They will develop a richer understanding of the world in which they live.”</i> Education Scotland</p> <p>At Fyvie, the opportunities we enable for our young people allow them to appreciate the diverse world we live in and ultimately to develop an attitude of respect for all individuals.</p>
Appropriate support and intervention where required. (Article 3)	Our overarching approach to dealing with all of the above considers the best and most appropriate support for our children to ensure their safety and happiness in Fyvie School. We benefit from a strong PSA team in which we have a huge variety of skills and experience. This is something which we can draw upon to support the work our teachers and HT do with our children. Should support be required from partners out with school, this is sought at the earliest opportunity. Most staff have undertaken CALMs training which equips us to de-escalate as situation and to remain calm and controlled when dealing with incidents. Behaviour notes on a child’s Seemis record ensures that information is kept in their file, should any further incidences happen further along the line of their time in this school.

In our school we recognise everyone’s individuality and creativity, and this includes allowing our teachers to develop their own methods of promoting positive behaviour in

their own classes. We also acknowledge effort and success through our house points system, which aims to acknowledge those small steps in each child's learning journey. A further identification of any outstanding achievement is the Above and Beyond board located in the main corridor, where children who have consistently achieved both in and out of school are recognised for their efforts.

### 3. Supporting dysregulated behaviour

We always make a reference to our values as a first step in supporting pupils. Reminders about what we need to do to be respectful are often all that is required. Where it is necessary to adopt a more structured and phased approach to dysregulated behaviour we would work through the Make a Good Choice flowchart below. This is something that all classes use. Where low level behaviours are recurring in a class, or where a pupil becomes dysregulated due to a cause that may not be immediately apparent our staff refer pupils to our "Make a Good Choice" flow chart as below.

#### Make a Good Choice Flow Chart



***“Every Child has the right to an education.”***

At each step, child will be offered support by an adult to talk through any challenges and support their time out / calm time – this may involve finding a quiet area in the classroom or going for a walk to a different area i.e. Quiet Corner to talk through what may be causing their dysregulated behaviour. The Calm Time / working alone is offered as a solution to phasing back into the classroom, should the pupil need time to do so. This allows the child experiencing the dysregulation to refocus on the activity they were doing in class. It also allows peers opportunity to continue with their learning uninterrupted. “Sorry” is included as where possible there will be opportunity for the child to apologise, as deemed necessary.

#### **4. Investigation of Incident Flow Chart**

When we respond to an incident, it is really important we take the time to listen to everyone that has been involved.

When an incident is reported to us by a child or a parent, we:

1. Listen to child or parent to gather information.
2. Talk to the child who has been affected by the incident.
3. Talk to the child who is alleged to have displayed the undesirable behaviour.
4. Talk to other members of staff who may have seen the incident or who may have background information if it is an ongoing concern.
5. If the incident is minor and isolated, it may be at this point that a restorative discussion is all that is needed.
6. If what has been discovered from investigation is concerning, we would move to the next steps.

#### **How we deal with an incident of misbehaviour after investigation that warrants next steps / intervention:**

1. Contact parent of child(ren) who has been affected by incident and explain what has happened. If the matter has been brought to resolve, explain this.
2. Contact parents of child(ren) who have displayed undesirable behaviour and discuss next steps.
3. Restorative approaches to get underneath the problem and repair relationships going forward.
4. Ensure all parties involved feel the incident has been resolved in a satisfactory manner.
5. Where appropriate, talk through any necessary next steps i.e. supportive interventions with parents and child.

Depending on how significant we consider the matter to be, it is often more beneficial to invite parents in to discuss such matters face to face.

#### **5. Where behaviour has had a negative impact on others (Pupils and/ or staff)**

It is not possible to apply a one size fits all approach in relation to misbehaviour as every incident is different but, in all cases, we would look to provide:

- Verbal reminders of our values.
- Restorative discussions.
- Time out of free-flowing playground at break or lunch. Where children are displaying unsafe behaviours, this is sometimes necessary for the safety of all. In this



instance they would be encouraged to access the Calm Corner and discuss with an adult what led to their behaviour becoming dysregulated.

- Involvement and support of Headteacher for any issue that is not resolved by the above.

In some cases, the following may be necessary:

- Meeting with pupil and parents regarding dysregulated behaviour. (This intervention is done with a view to firstly acknowledging what the child's views are and supporting them to articulate these and secondly building next steps for the child).
- Internal seclusion; whereby the child(ren) involved may be working out with the class area, separate from their peers but working on the same curricular areas where possible. This is seldom an approach we look to employ but sometimes can be necessary if a child's behaviour is disruptive or dangerous for others in the class.
- Exclusion. An absolute last resort and not something we ever wish for our young people or families to be involved in. This is the highest order sanction in our schools and the Aberdeenshire Council **Promoting Inclusion and Reducing Exclusions in Educational Establishments Guidance** can be found by clicking [here](#) or on our website.

Whenever we deal with misbehaviour in school, professional judgement is very much part of the process as no two incidents are ever the same.

Furthermore, a key tool to success in supporting pupils to improve any dysregulated behaviour, is to work with children and parents to find resolve. One of the reasons we have such a positive ethos in Fyvie is because we know our children and families very well and our open-door policy encourages free-flowing communication between staff and parents/carers. As well as this, our staff are particularly skilled at involving children in restorative discussions if things have not gone well after a particular incident.

## **6. Confidentiality After Dealing with an Incident**

One aspect which requires careful and sensitive handling is confidentiality. Discussions which investigate incidences between two or more parties will be dealt with separately. During those discussions, any next steps which have been decided will **only** be discussed with the parents/carers of their own children. We cannot share the actions relating to other people's children at all.

Parents can sometimes find this frustrating as they want to know how another child's behaviour has been dealt with.

**WE WILL NEVER DISCUSS YOUR CHILD WITH ANOTHER PARENT.**

Rest assured we deal with every investigation thoroughly and in conjunction with all parents of those children involved.

## **7. Retaliation – “They Hit Me First” Query.**

If a child has been violent or aggressive towards someone, and the child on the receiving end of this behaviour has then retaliated in a similar way, both children will be considered to have displayed undesirable / inappropriate behaviour.

Our approach will be to help children realise that there is always a better and more positive plan that will bring about resolve. Often this might be about saying something “cool” linked to our Cool in School inputs or getting an adult to help. This will often diffuse the situation and allow staff the opportunity to deal with this misbehaviour before it escalates.

We would encourage children to consider the notion that retaliation will almost certainly escalate things and make a bad situation worse and more often more dangerous.

## **8. Where children have displayed violent or dangerous behaviour in the playground.**

Break and lunchtimes are really important for children. It allows them to get fresh air, exercise, play, have fun. However, in our playground there can be over 100 children and 3 PSA adults supervising. There has to be a level of trust that children will play safely and responsibly.

If a child has not taken on this responsibility to play safely in the playground, they will be encouraged to make a good choice regarding their actions, however following this reminder they may lose the opportunity to play freely with others for a period of time. This is to ensure the safety of others. For example, if a child has chosen to kick / punch / fight someone, then we would deem it entirely appropriate to suggest to the child and the parent that some time out of the playground would be in everyone’s best interest. The child will still have their break and opportunities to go outside, but in a slightly more supervised way.

## **9. Incidents Before and After School / on School Transport**

We have PSAs in the playground from 8:45am but not before or at the end of the day. Therefore, parents are responsible for the safety and behaviour of their child out with these times.

That said, we are always happy to help and if there is an incident before PSA staff are in the playground, children should always feel they can come in and talk to us. Similarly, any incidents occurring on school transport can be reported to the office, on arrival at school.

## **10. Incidents Out of School Affecting Wellbeing and School Life**

We are aware that matters out of school can negatively affect a child's time in school. Parents should always feel the door is open and we are always happy to listen and do what we can to help. By being aware of it, there are things we can do to support a child who is finding things tricky for whatever reason.

It does not matter if you think it is an out of school matter, despite the fact we might not be able to deal with the situation directly, we might be able to help in an ongoing way so please do come and talk to us.

## **11. My Child is Facing Online / Social Media Challenges and Cyber Bullying.**

We would welcome being made aware of any online issues affecting our pupil's wellbeing. Whilst this is difficult for school to monitor, we can again support children in an ongoing way, especially if this is having an impact on their emotional wellbeing and day to day life.

However, with regards dealing with the online bullying itself, this is not something we can investigate, and our advice is always to go to Police Scotland. Our role is very much one of educating children regarding online safety and what to do if they encounter online bullying.

We also have a zero tolerance to pupils using mobile phones in school or playground.

## **12. My Child is Being Bullied**

The advice here is to contact the school directly. The earlier we deal with a concern like this, the better it is for your child. Come and talk to us. Often staff are not aware of something that can be going on in the background.

Once you talk to us, we can investigate the matter, work with you and action accordingly. Please see our Anti-bullying policy [here](#) for more information.

If you are a member of our school community, and you would like to talk about this in more detail, please do get in touch and we will be happy to explore this further with you.

- The value, benefits and overall approach from the implementation of this policy and procedures will be reviewed annually.
- Any changes will be discussed and communicated to all staff immediately.
- Consultation on this policy as draft was with Fyvie Parent Council and Fyvie Staff

The Head Teacher at Fyvie School welcomes feedback on this document.

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