



Udston Primary School

Promoting Positive Relationships and Understanding Distressed Behaviour Parent/Carer Guidance – October 2020

Rationale

The establishment of a positive learning environment in all areas of the school is key to effective teaching and learning. Effective teaching and learning is dependent on establishing and maintaining positive relationships between all stakeholders. This is a core element of our school's approach to promoting positive behaviour. At Udston Primary, we strive to create a positive ethos by having clear expectations of behaviour which are consistent and fair and promoted by **all** members of the school community. Our positive ethos is enhanced by staff understanding of Attachment Theory.

In session 2019-2020 we reviewed our approach to managing pupil behaviour following extensive training and learning by staff about Attachment Theory through Scottish Attachment in Action and the Solihull Approach. We also have a number of staff who have completed Nurture Group training. It is crucial that all staff members have a knowledge of Attachment Theory in order to understand and engage with the school ethos and practice.

Our approach to promoting positive relationships and behaviour is underpinned by the principles of the United Nations Convention on the Rights of the Child (UNCRC) and the Wellbeing Indicators outlined in Getting It Right For Every Child (GIRFEC). Learners should be aware of the rights to which they are entitled and fully supported in making positive choices which ensure these rights, and the rights of others, are respected. In line with GIRFEC, we understand that the needs of our learners vary and to ensure we meet the needs of every child at the right time, there must be effective communication and collegiate working with all partners. Support from parents/carers is fundamental in this process.

Our school policy is in line with South Lanarkshire Council's guidelines "Promoting Positive Relationships and Understanding Distressed Behaviours" (2019) and the Scottish Government's "Better Relationships, Better Learning, Better Behaviour" (2013). This document reflects the key policy drivers of the Scottish Government.

Our Aim

Our aim is to:

- ❖ enable pupils to learn and grow in every aspect of their development: academic; personal; physical; social and emotional.
- ❖ create and maintain a positive school ethos that supports learner behaviour and celebrates success.
- ❖ build open, positive and supportive relationships with children and families based on mutual respect and shared expectations.
- ❖ raise standards of attainment, behaviour and attendance for all pupils.
- ❖ create a safe environment and maintain appropriate structure and routines.
- ❖ use learning and teaching methodologies which promote effective learning.
- ❖ inform parents/carers and learners of action that will be taken for negative behaviour.
- ❖ be sensitive and responsive to the wellbeing of each child.
- ❖ develop a variety of social and emotional skills within school contexts which help learners identify their own triggers and develop appropriate coping strategies.

The relationship between pupils and school staff is based on mutual respect, trust and consideration. The positive ethos of our school will be maintained by all children and adults demonstrating mutual respect and supporting our school values and vision.

Any form of bullying will not be tolerated in Udston Primary School.

Attachment Theory

We are all born with attachment seeking behaviours such as crying, clinging, imitation and smiling. These behaviours are designed to keep carers close ensuring that the baby's needs for survival, safety and sensitive care are met. Attachment is a process. When a baby needs something – food, comfort, play – he feels stressed and signals his discomfort through, for example, crying, seeking to have his needs met. Parents/carers 'tune in' (attune) to their baby's unique cries and signals for different needs. This ongoing attachment process, in the first few years of life, is crucial in shaping how we grow and develop through childhood and into adulthood – neurologically, physically, emotionally, socially and psychologically.

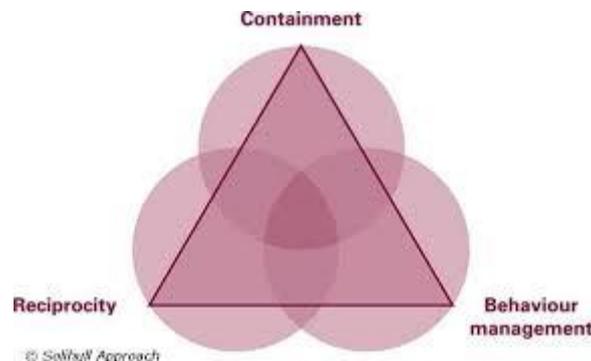
Research informs us that a child's first attachments are vitally important – he or she needs to feel loved and special. Children whose needs have been met in a sensitive, loving and timely way by their primary carer – described as secure attachment – have a sense of trust and confidence in themselves. Securely attached children do better at school and are likely to be good at making friends. Their early attachments help them to form close relationships later in life. They grow up knowing that when they need something someone will help them. There can be barriers to secure attachment - within the child, within the parent, within the environment. Children whose early experiences of attachment have been less optimal can have insecure or disorganised attachments. These children will potentially be more vulnerable with respect to coping with future relationships and life events.

(Scottish Attachment in Action).

The research on brain development tells us that, as well as the brain's role in learning, it is central to self-regulation and impulse control. Furthermore, research clearly shows that a child who displays an insecure attachment style will experience increased challenges within a school setting. As educators, we cannot underestimate the vital role we play in supporting and promoting the development of positive attachment experiences for our learners. Some of our learners will have had Adverse Childhood Experiences (ACEs), including loss, trauma, neglect, and abuse and as a result, may display behaviours which reflect an insecure attachment style. Such learners may display a variety of concerning behaviours and they may find managing the expectations placed upon them extremely challenging.

The Solihull Approach

All staff have received in-set training in *The Solihull Approach*. *The Solihull Approach* is a psychotherapeutic and behavioural approach for professionals working with learners who require support in managing their emotions and behaviour. However, it is important to note that *The Solihull Approach* can be used effectively with all learners and is an insightful tool for staff to use when developing their understanding of the learners they work with. The theoretical model has three components (see diagram below) which are the foundation of *The Solihull Approach*. Further information can be found in *The School Years Solihull Approach Resource Pack* (copies available in school).



Containment: *Containment is where a person receives and understands the emotional communication of another without being overwhelmed by it and communicates this back to the other person. This process can restore the ability to think in the other person.*

Reciprocity: *Reciprocity describes the sophisticated interaction between two people whereby both are involved in the initiation, regulation and termination of the interaction.*

Behaviour Management: *Behaviour management is part of the ordinary process of normal development whereby school practitioners teach children self-control, thus enabling the child to participate in learning. Staff in well-functioning schools work together to place reasonable boundaries on the child's behaviour. They encourage and motivate the child. Gradually, the child becomes able to internalise both the restraints and the satisfactions for themselves. This facilitates learning and development.*

Responsibilities and Expectations

The promotion of positive behaviour is the collective responsibility of all learners, parents/carers and members of school staff.

Learners

We aim to encourage children to take responsibility for their own behaviour and achievements. Learners are encouraged to use the support and strategies promoted in school to manage their behaviour. It is important we listen to the views of our learners in relation to all aspects of education. Article 12 within The *United Nations Convention on the Rights of the Child (UNCRC)* states that all children have the right to an opinion and for it to be listened to and taken seriously.

Staff

All members of staff are responsible for setting the highest standards of behaviour and relationships by being positive role models for our learners. School staff recognise the importance of promoting a wide range of positive behaviour strategies, including the use of visuals and positive feedback. It is important for the whole staff team to share values and have a consistent approach.

In August, each class creates their own Class Charter based on our shared school values and agreed behaviour expectations. This is clearly displayed within each class and referred to regularly.

In addition, the Senior Leadership Team (SLT) work with children during virtual assemblies to reinforce our school vision and values as well as our School Charters.

Parents / Carers

The Scottish School (Parental Involvement) Act 2006 recognises the vital role that parents play in supporting their children's learning. Children make progress when they know staff and parents/carers are working together to support them. When appropriate, parents/carers will be contacted and invited to share a problem solving approach to improving behaviour.

Partnership Working

The advice of partnership agencies may be sought where appropriate and with the consent of parents/carers.

Promoting Positive Relationships and Behaviour Strategies

We use a wide variety of strategies to promote positive relationships and behaviour – formally and informally.

School Charters: Every class construct a Class Charter at the start of each session based on The SHANARRI Family, our shared school values and agreed behaviour expectations. Our Charters are underpinned by the United Nations Convention on the Rights of the Child (UNCRC) and are clearly displayed throughout the school and in each classroom. These encourage learners to think about how their actions impact on their own rights and the rights of others. It is important to note that children's rights are unconditional – learners cannot have these rights denied if they make wrong choices. However, they learn that the decisions they make impact upon themselves and others.

House System: There are four Houses in Udston Primary – Belhaven, Fleming, Kelvin and Wellcroft. Each House elects a House Captain and Vice-Captain from Primary Six and Seven at the start of the session. Many of our classes line up in their respective Houses in the playground and are awarded Tokens for positive behaviour. Learners may earn House Tokens both in class and the wider school. Our School Charters link to our House System and learners can be awarded Tokens from staff for demonstrating respectful attitudes and responsible actions. It is important that learners are recognised by staff for their behaviour in the wider school, e.g. in corridors, cloak rooms, etc. to show shared expectations of all staff. House Tokens are displayed in the open areas and the main foyer. Tokens are counted at the end of each term with the winning team receiving the House Trophy and a special prize.

Weekly Awards: One learner per class is recognised weekly as one of the *Four Capacities*. This reflects behaviour, effort or achievement in class and the wider school. Learners' out of school achievements are also celebrated, in class. *Four Capacities* recipients are recognised in the displays in our main corridors. Learners' out of school achievements are celebrated on our *Amazing Achievements* display.

Termly Achievement Assembly: At the end of each term, the SLT will host a virtual Achievement Assembly where two learners from each class will be nominated by staff for their commitment to our School Values. Learners will also have the opportunity to share achievements gained out of school. Learners' success will be displayed on our *Celebrating Achievements* display in the main corridor. At the end of the session, SLT will host a special Achievement Assembly to recognise learners who have shown outstanding commitment to our School Values.

Senior Pupil Leadership Roles: Primary Six and Seven learners have the responsibility of being *Buddies* to our Primary One and Two children. They are asked to set the highest example through their behaviour and attitude to school life. Primary Seven learners are presented with tartan leadership ties at the start of the session and are asked to wear these with pride. Primary Seven House Captains and Primary Six Vice-Captains have an important role in leading and supporting their peers and are expected to be positive role models for all. Our Primary Seven Sports Captains and Primary Six Vice-Sports Captains also lead by example and promote positive behaviour. Other leadership roles will hopefully become available throughout the session. All Pupil Leaders wear a leadership badge to allow them to be easily identified.

Health and Wellbeing Curriculum: The Heathy Schools approach is used to deliver our Health and Wellbeing curriculum through all eight Wellbeing Indicators. Where children feel safe, healthy, achieving, nurtured, active, respected, responsible and included, they are more likely to develop self-confidence and resilience.

Use of positive feedback: Staff are encouraged to use positive feedback in recognition of behaviour, effort and achievements. Individual classes may use different strategies to motivate learners however **there should be no public display within classes relating to management of individual learner behaviour.**

Promoting Positive Relationships and Understanding Distressed Behaviours

Research has shown that a positive ethos based on mutual trust and respect has a positive impact on improving learning and behaviour (*The Scottish Government and Scottish Advisory Group on Behaviour in Schools*, 2012). Positive relationships are at the centre of our work with learners and their families. They are the basis upon which staff support learners to become *Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens*. Positive relationships and an understanding that **every behaviour is communicating a need** are essential to the promotion of positive behaviour, the reduction of bullying incidents and exclusion, improving learning and teaching and raising attainment and achievement for all (*Promoting Positive Relationships and Understanding Distressed Behaviour*, South Lanarkshire Council, 2019).

Udston Primary School acknowledges that learners for a variety of reasons can present significant distressed behaviours. We all need support to learn and some children may need additional support. When a learner displays distressed behaviours, it is crucial that everyone is kept safe. Adults should avoid confrontational approaches and to help prevent situations from escalating, unacceptable behaviour should be addressed in a calm, firm manner. Seeking an explanation for the signs of tension or distressed behaviour may often be helpful in preventing a situation reaching a crisis point (*Promoting Positive Relationships and Understanding Distressed Behaviour*, South Lanarkshire Council, 2019).

A Staged Intervention approach is used to ensure that learners receive the help they require when they need it. More information regarding the Staged Intervention approach can be found in the Framework for Inclusion and Equality. When a learner displays distressed behaviours, it is essential that all staff work hard to prevent situations from escalating. Research indicates that the position adopted and promoted by adults plays a crucial role in determining the outcome of a situation. Staff are advised to refer to South Lanarkshire Council's *Promoting Positive Relationships and Understanding Distressed Behaviour – Approaches and Strategies for Understanding and Dealing with Distressed Behaviour* poster for further information.

Staged Intervention Planning

Our approach to Promoting Positive Relationships and Understanding Distressed Behaviour should be positive, welcoming and nurturing and will promote effective strategies to support learners who display low-level behavioural concerns. Where a learner is exhibiting worrying patterns of behaviour, the Staged Intervention Planning Framework should be followed and SMART behaviour targets identified and reviewed regularly.

On Track / Off Track

From October 2020, Udston Primary School will implement a system for behaviour called 'On Track'. This approach supports the promotion of positive relationships and behaviour. However, there are times when a learner's behaviour may be 'Off Track'. The system and interventions are detailed below and are tailored to be age and stage appropriate for our learners. When a learner's behaviour is *Off Track*, it is essential that this is dealt with promptly and any interventions are implemented in the same day the behaviour occurs, therefore allowing the next day to be a fresh start. Learners with identified Health and Wellbeing needs may require differentiated approaches and strategies as preventative and supportive ways of managing concerning patterns of behaviour. These would have already been identified through the Staged Intervention Planning Framework and discussed with SLT.

	Early Level	First Level	Second Level
On Track	The assumption is that all learners are able to manage their behaviour effectively and develop open, positive relationships with all adults based on mutual respect and trust. This is supported by the nurturing ethos of Udston Primary in which all learners feel safe and secure. Children who are 'On Track' will be in the best place to access all aspects of the curriculum and engage positively with their learning. This will be recognised by the strategies mentioned in the Promoting Positive Relationships and Behaviour Strategies section above.		
Verbal Feedback (using visual prompt)	If a learner is not following the Class Charter they will be shown a Stop and Think visual and given a reminder about behaviour expectations and what they need to do to get back On Track.		
Off Track (using visual prompt)	<ul style="list-style-type: none"> • Staff prompts • Simple, clear instructions • Visual listening prompts • Highlighting positive role models • Provide space – special chair or quiet area in room • Sensory Breaks (calming activities – Relax Kids, etc.) • Use of timer • Now/Next Task Board • One task at a time/staff touching base regularly • Individual Visual Timetable • 1:1 support (if possible) • Use of SULP/Social Stories • Use of stories to discuss feelings (e.g. <i>Hands are not for Hitting, etc.</i>) • Individual Target Chart • Individual Motivational Activities (e.g. iPad, Lego, etc.) • Staff talking through the behaviour to help the child to understand the situation. 	<ul style="list-style-type: none"> • Staff prompts • Simple, clear instructions • Visual listening prompts • Highlighting positive role models • Provide space – special chair or quiet area in room • Sensory Breaks (calming activities – Relax Kids, etc.) • Use of timer • Now/Next Task Board • One task at a time/staff touching base regularly • Individual Visual Timetable • 1:1 support (if possible) • Use of SULP/Social Stories • Specific teaching and learning to address issues, e.g. friendship. • Individual Target Chart • Individual Motivational Activities (e.g. iPad, Lego, etc.) • Staff talking through the behaviour to help the child to understand the situation. • <i>A Volcano in My Tummy</i> resources • <i>Give Us a Break</i> resources 	<ul style="list-style-type: none"> • Staff prompts • Simple, clear instructions • Visual listening prompts • Highlighting positive role models • Provide space – special chair or quiet area in room • Sensory Breaks (calming activities – Relax Kids, etc.) • Use of timer • Now/Next Task Board • One task at a time/staff touching base regularly • Individual Visual Timetable • 1:1 support (if possible) • Use of SULP/Social Stories • Specific teaching and learning to address issues, e.g. friendship. • Individual Target Chart • Individual Motivational Activities (e.g. iPad, Lego, etc.) • Staff talking through the behaviour to help the child to understand the situation. • <i>A Volcano in My Tummy</i> resources • <i>Give Us a Break</i> resources
If the above strategies remain unsuccessful, communication with parents/carers via a reflection sheet to be made by teaching staff to raise awareness and positively involve them in supports. This Reflection sheet should be discussed at home, signed by the parent/carer and returned the following day.			
If learner is Off Track more than once in a week after strategies and parental communication	<ol style="list-style-type: none"> 1. Reflection sheet sent home to be discussed and returned 2. Contact made with parents/carers by SLT <p>If a pattern of Off Track behaviour continues:</p> <ol style="list-style-type: none"> 3. Formal parental involvement with SLT 		
Crisis – violent incident, child putting themselves or others in danger	<p style="text-align: center;">Red Card to SLT</p> <p style="text-align: center;">Judgement made on an individual basis, options may include:</p> <ul style="list-style-type: none"> • Parental involvement • Staged Intervention Framework • Multi-agency involvement • Additional Support Plan (OP A28) • Behavioural Additional Support Plan (PPRUBD) • Exclusion Procedures (OP A8) • Violence at Work Reporting (OP A30) 		

Role of Senior Leadership Team

The Senior Leadership Team (SLT) are available for advice at all times. They will become directly involved in supporting the management of learner behaviour/relationships when all strategies and initial parental involvement led by the class teacher remains unsuccessful.

If a serious incident occurs in class, then staff should alert SLT by sending the *Red Card* who will attend and further action will be taken.

Continued 'Off Track' behaviour

If learners find themselves receiving a Reflection sheet on a number of occasions then more formal planning discussions will take place, in line with the Staged Intervention Framework. This is based on the individual needs of the learner.

Managing Behaviour / Relationships in the Wider School

Learners are supervised/supported by the janitor, support staff and representation of SLT (when available), in the playground. Learners receive reminders from adults about behaviour using visual prompts (*Playground Charter*, *Stop & Think* and *On Track/Off Track* on lanyards), if required.

It is not the responsibility of class teachers to manage playground behaviour and relationships. However, they may be asked to support a learner depending on the individual circumstances, e.g. by focusing on specific themes (friendship, turn-taking, etc) during Circle Time/discussions or developing coping strategies to deal with conflict, etc.

The following procedures should be followed by all adults supporting learners in the playground:

On Track – positive feedback and recognition (*On Track* visual can be used); awarding House Tokens.

Verbal Feedback - If a child is not following the *Playground Charter* – discussion with the learner regarding the behaviours shown and our expectations reinforced using the *Playground Charter* visual (on lanyard), *Stop & Think* visual shown (on lanyard).

Off Track – If a child's behaviour in the playground continues to be unacceptable in relation to our *Playground Charter* – discussion with the learner regarding the behaviours displayed and *Off Track* visual shown (on lanyard). Learner asked to remain beside the adult for the remainder of break. The adult involved should then report the incident to a member of SLT who will issue a Reflection sheet to be taken home.

If the agreed strategies remain unsuccessful, communication with parents/carers to be made by SLT to raise awareness and positively involve them in supports.

Red Card sent to SLT – violent incident, child putting themselves or others in danger. Follow-up procedures outlined on the previous page.

Class Management / Record Keeping

All classes should display and refer to our School Motto and Values, in addition to their Class Charter:

Class Charter:

1. *Be safe at all times*
2. *Use kind words and actions*
3. *Be respectful*
4. *Listen and follow instructions*
5. *Join in and make an effort*

Motto:

Learn Together, Laugh Together, Achieve Together

Values:

Trust; Teamwork; Respect; Effort; Kindness

There should be no public display within classes relating to management of individual learner behaviour. All staff members will be provided with *Stop & Think, On Track and Off Track* visuals which they should use, as required. This is particularly important for our younger learners.

A copy of the Class Charter will be sent home for parent/carer reference.

Communicating with all Stakeholders

Learners: All classes will have the *On Track* system explained to them as well as our newly established School Values shared, age and stage appropriate. This will be the case at the start of each new school session. Learners are expected to respect their rights as children and the rights of their peers. They are asked to follow the Class and School Charters and uphold the School Values.

Parents / Carers: All parents/carers will be provided with a copy of the *Promoting Positive Relationships and Understanding Distressed Behaviours* policy and procedures. It will also be available electronically on our school website. Parents/carers are asked to support the work of the school and reinforce our shared values at home. Parents/carers are also asked to acknowledge if a Reflection sheet is sent home, by discussing it with their child before signing and returning it to the class teacher the following day.

Staff: All staff will be provided with a copy of the *Promoting Positive Relationships and Understanding Distressed Behaviours* policy and procedures. This was the focus of Staff Development in February 2020. At the end of the school session, staff will reflect and evaluate the impact of the new policy and procedures. Staff are asked to communicate the School Charters and Values, ensuring all learners have a secure understanding of our shared expectations.