



Elrick School



Promoting Positive Behaviour and Anti-bullying Policy

Vision

**A Happy Place to Learn,
Develop and Grow**

Values



At Elrick Primary School our overarching aim is to provide our young learners with 'A Happy Place to Learn, Develop and Grow.'

Through working in partnership with parents and the local community we hope to create an ethos which ensures a **KIND, RESPECTFUL AND SAFE** environment. We do our best to nurture every child to reach their full potential, supporting them to have the skills and confidence to embrace the world in which we live and become:

Responsible Citizens

- Encouraging an understanding of our roles, rights and responsibilities within our community and the wider world
- Providing opportunities to make informed and responsible choices and decisions, respecting the beliefs and values of others (UN Convention on the Rights of the Child)

Effective Contributors

- Promoting confidence in our young people to enable them to communicate their ideas and opinions in a variety of settings including digital platforms
- Providing opportunities for our children to engage with others, using their initiative to create and develop ideas collaboratively (Article 12, UNCRC)

Successful Learners

- Providing quality learning experiences which inspire and motivate our young people to be the best they can
- Encouraging all to reach their full potential through stimulating and independent learning (Article 28, UNCRC)

Confident Individuals

- Providing a safe, secure and supportive environment where children feel confident to tackle new challenges
- Encouraging pursuit of a happy, healthy and active lifestyle, promoting positive self-esteem, resilience and wellbeing (Article 29, UNCRC)

Context

In updating and reviewing this policy, consideration is given to National and Aberdeenshire policies and guidelines as well as the local context of the school. The policy was developed in consultation with the whole school community.

At Elrick School we use our Vision, Values and Aims to support and teach all pupils. This is supported by the recognition that using nurture and positive behaviour management are key to providing an effective learning and teaching environment.

“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. This applies equally to all staff in the learning environment.” Better Relationships, Better Learning, Better Behaviour 2013
(<https://www2.gov.scot/Publications/2013/03/7388/1>)

What is Behaviour?

Behaviour is a response or action of an individual or group which affects those around them. It can be towards the environment or a person. Behaviours can be appropriate or inappropriate and affects the relationships around individuals or groups.

Understanding and recognising all behaviour is part of social wellbeing. It enables us to interact and function in society.

For most, children learn behaviours by observing and copying the role models around them – family, friends, teachers as well as what is seen in programmes, films, internet clips. However, for some behaviour has to be taught in a planned and purposeful way.

How Do We Promote Positive Behaviour?

At Elrick School we aim to promote positive behaviour which will support a positive learning environment to enable delivery of the Curriculum for Excellence through quality learning and teaching. The building of positive relationships between staff and pupils is essential in enabling this to happen.

Children, and adults, develop through their lives the ability to self-regulate and identify appropriate behaviours. At Elrick School we use a number of strategies to support the recognition of a range of behaviours.

Staff will encourage pupils to maintain positive behaviour through the use of praise and feedback for actions which demonstrate the ethos and values of Elrick School. Positive behaviour may also be recognised through displays of work, clan tokens and end of year awards.

Staff encourage pupils to name, identify, describe behaviour linked to class charter through Health and Well Being activities. Through other curricular areas they can discuss behaviour of others in fictional texts in literacy, learning about famous people, news articles and other opportunities.

Our aim is for children to understand that behaving in a positive way is intrinsic and part of an expectation. They want to be kind to friends, share with others, work positively with a range of peers. Having the skill and ability to do this will enable children to develop lifelong skills beyond primary school.

Elrick Clan System

The starting point for learning is a positive ethos and climate of respect and trust based upon shared values across the school community. At Elrick, we use a clan system to support this. All children are allocated to one of our 4 clans; Bennachie, Thistle, Ness or Eagle, with family members being in the same clan.

The clan system...

- ... provides a consistent, whole school reward system.
- ... encourages pupil enthusiasm and motivation.
- ... develops teamwork and a sense of belonging.
- ... encourages responsible participation.
- ... promotes opportunities for pupils to experience achievement and success.

The school values underpin this system with clan points awarded to children for demonstrating that they know and can use our values to guide their thinking and behaviour.

The winning clan of the week is announced at assembly and we have a termly winner who receive a treat, organised by their P7 Clan Chiefs.



Expectations

To encourage positive behaviour all pupils follow the agreed class and playground charter. This will be developed by pupils at the start of each school year and be visible in their learning environments or accessible in the playground as a reference. It will be referred to by the adults both in praising children for their actions and as a reminder of the expectations when behaviour is unacceptable. The charters will be shared with pupils in the first class newsletter of the year and also visually on the class page on GLOW.

In working to develop this ethos around positive behaviour pupils, staff and parents must work together and understand their own and others responsibilities.

The table below shows expectations and responsibilities agreed by staff, parents and pupils at part of updating this policy.

Pupils Will	Staff Will	Parents Will
Celebrate their own or another pupil's efforts, achievements, and successes	Celebrate an individual pupil's efforts, achievements, and successes	Celebrate their child's efforts, achievements, and successes
Be responsible for their own behaviour	Be consistent, fair and equitable	Take an active role in their child's education
Adhere to the class and playground charter at all times	Remain open and honest with pupils, where possible	Support their child in meeting school expectations of positive behaviour
Respect the rights of others	Communicate clearly and effectively to pupils stating inappropriate behaviours and intentions	Inform school of any concerns in relation to behaviour
Meet school expectations	Communicate honestly with parents	Support their children in developing self-motivation and positive self-esteem
Be honest	Follow agreed consequences in the positive behaviour management system	Be a role model for behaviour and attitudes
Follow adults guidance or instructions	Be a role model for behaviour and attitudes	Treat staff, parents/carers and pupils in the school with respect
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(poster version of this table in appendix 1)

Inappropriate Behaviour

Our positive behaviour strategies go a long way to addressing behaviour problems. However, we recognise that despite this incidents of unacceptable behaviour will still occur. These behaviours may vary from consistent low level disruption or actions which may merit exclusion from school. The behaviour may be displayed in physical actions or the use of unacceptable language.

For most incidents of inappropriate behaviour, staff will follow the procedures detailed below which have been compiled following consultation with staff, parents and pupils.

A restorative conversation will be used with those who are involved in the issue, an example of a restorative conversation is in appendix 2.

Restorative approaches:

- Build and repair relationships
- Develop and maintain mutual respect
- Preserve a sense of belonging and strengthen community ties
- Ensure everyone is given a voice and feels heard
- Empower those with conflict and be supported to resolve it
- Ensure accountability
- Develop empathy and conscience

This approach ensures that the person who is showing undesirable behaviour acknowledges responsibility for this and takes steps to repair harm. Through using restorative language this then allows the child to understand, manage and reflect on their own behaviour.

Where behaviour is of a more serious nature, or a pupil is likely to put him/herself or a member of staff at risk, the following procedure will be carried out:

- Parents will be contacted by a member of senior management team
- A risk assessment, outlining the risks and how they will be managed will be drawn up in consultation with all relevant staff and parents
- A child or class may be asked to move to a different part of the school to ensure they are safe

Positive Behaviour Management System

At Elrick School we promote positive behaviour through having consistent expectations around our values of Kind, Respectful, and Safe. Every class has developed a charter linked to these values, which identifies the expected behaviours and this is referred to regularly. A charter has also been developed for the playground by the health group.

A behaviour management system is everyone's responsibility and as part of this we recognised that a system must be in place to support children whose behaviour escalates to an unacceptable level.

Behaviours	Possible Response/Action
Stage 1 Low level, disruptive behaviours, which are beginning to impact on the rights of others	<ul style="list-style-type: none"> Restorative discussion/Circle Time discussions Teacher/PSA sanctions/systems e.g. warning, thinking time, loss of reward time Universal Support (quiet area, time out/in, de-escalation, emotion coaching)
Stage 2 Repeated unacceptable behaviours/language (including consistent low level behaviours) after restorative approaches have been put in place but not had desired effect Disruptive behaviour which is having a notable impact on the rights of others	<ul style="list-style-type: none"> Restorative Discussion Contacting Parents/Carers SLT Involvement School-based meeting with parents/carers Targeted support
Stage 3 Ongoing unacceptable behaviours/language Disruptive/disrespectful behaviour which is having a significant impact on the rights of others (children/adults) Discriminatory behaviours, language or actions Severe, intentional physical contact Theft/Vandalism A sudden, unexpended, serious incident Bullying behaviours	<ul style="list-style-type: none"> Restorative Discussion GIRFEC meetings (may be Multi-Agency involving other professionals) Behaviour Risk Assessment and Action Plan Aberdeenshire's Bullying Staged Guidance Exclusion

Bullying

This policy has taken into consideration recent guidance and Aberdeenshire's policy on Anti-Bullying.

What is Bullying?

Aberdeenshire Council Education and Children's Services define bullying as the following:

"Bullying takes place when the actions of an individual or group of people cause harm to someone by taking advantage of an imbalance of power within a relationship (whether perceived or real). Bullying behaviour can be persistent and/or intentional, but often it is neither."

Bullying can be verbal, physical, mental/emotional or cyber and is behaviour and impact. It can be intentional or unintentional, direct or indirect, persistent, or a one off incident. The impact is on a person's ability to feel in control of themselves.

What will the school do about it?

Bullying in any form is intolerable and unacceptable. Parents/carers, pupils and teachers have a responsibility to work in partnership to maintain a high standard of behaviour and an environment free from bullying behaviour. Elrick School believes that everyone should be treated equally and with respect.

At Elrick School we will promote consistency of response to instances of bullying behaviour using a 6-step approach. We will:

1. Record the Incident
2. Speak to the individuals involved having frank and honest dialogue
3. Speak to parents
4. Utilise Restorative approaches
5. Monitor the situation
6. Review and increase response accordingly

The document above has been updated in line with “Respect for All: The National Approach to Anti-bullying for Scotland's Children and Young People”.

<https://www.gov.scot/Resource/0052/00527674.pdf>

Further information is available for pupils, parents/carers and teachers about support available beyond the school through charities and agencies such as; Childline, Samaritans, Police Scotland and Parentline.

Challenging and/or Violent Behaviour

In a minority of cases, staff may have to deal with extremely challenging behaviour. Advice and training is given to all staff on how to deal with any child displaying very challenging behaviour. All abusive and violent behaviour is recorded and reported following school and Aberdeenshire Guidelines. We also record racially based incidents through Aberdeenshire Council's Racial Incident Monitoring Form.

A staged intervention approach is used between school, families and other agencies to support some pupils who require support which is more specific to individual needs. Where agencies work together to meet pupils needs, pupils may need a Multi Agency Action Plan (MAAP). This is used where more than one agency is involved in meeting a pupils needs and is a central component of *Getting it Right for Every Child*. This process maximises the potential for appropriate services and agencies to combine together into an integrated team which will be the most effective in meeting the needs of individual children. It also ensures as consistent approach to information sharing between agencies and services.

Exclusion

In the situation where exclusion is being considered, the staff at Elrick will ensure that the correct policies and procedures are followed.

“Aberdeenshire Education and Recreation Service is committed to providing a high quality educational experience for all children and young people. A school where pupils and staff alike are valued and treated with respect, and where individual educational needs are met, is one where positive behaviour is more likely to occur. Some pupils, for a variety of reasons, find it more difficult than others to cope with school life and this can result in behavioural problems. Our Policy on School Discipline and the Use of Exclusion states that “The Authority is committed to the principle that exclusion should only be used as a last resort.” Schools must address the needs of pupils with behavioural problems through a variety of approaches involving their own staff and other appropriate outside agencies, before considering exclusion. There will also have been contact with parents/guardians/carers, regarding areas of concern and ways of improving behaviour. However, in certain circumstances, where a serious incident occurs and there has been no history of behavioural problems, this may not have occurred. Before deciding to exclude a pupil, the head teacher will have taken account of previous behaviour patterns and recent incidents in which the pupil has been involved. The head teacher has to consider the effects the pupil's behaviour is having on the education and welfare of other pupils in the school.”

[\(https://www.aberdeenshire.gov.uk/media/3849/guidelinesforexclusion.pdf \)](https://www.aberdeenshire.gov.uk/media/3849/guidelinesforexclusion.pdf)

Further information on exclusion is available at the link above.

Policy updated September 2021 in consultation with staff, pupils and parents

To be revised: 2023-2024

Appendix 1

Below find poster/display versions of the pupil, staff and parent expectation for behaviour.



Pupil Expectations and Responsibilities



- Celebrate their own or another pupil's efforts, achievements and successes
- Be responsible for their own behaviour
- Adhere to the class and playground charter at all times
- Respect the rights of others
- Meet school expectations
- Be honest
- Follow adults guidance or instructions
- Be a role model for behaviour and attitudes
- Treat staff, parents/carers and pupils in the school with respect



Staff Expectations and Responsibilities



- Celebrate an individual pupil's efforts, achievements and successes
- Be consistent, fair and equitable
- Remain open and honest with pupils, where possible
- Communicate clearly and effectively to pupils stating inappropriate behaviours and intentions
- Communicate honestly with parents
- Follow agreed consequences in the behaviour management system
- Be a role model for behaviour and attitudes
- Treat staff, parents/carers and pupils in the school with respect



Parent/Carer Expectations and Responsibilities



- Celebrate their child's efforts, achievements and successes
- Take an active role in their child's education
- Support their child in meeting school expectations of positive behaviour
- Inform school of any concerns in relation to behaviour
- Support their children in developing self-motivation and positive self-esteem
- Be a role model for behaviour and attitudes
- Treat staff, parents/carers and pupils in the school with respect

Appendix 2

An example of a restorative conversation which may take place is below:

Setting the expectation

Thank you for coming to speak to me so calmly. I know that you were quite angry earlier.

What happened

Naming the behaviours linked to the charter

What part of your charter did you not follow? What happened? What were you thinking at the time?

Link to feelings/emotions of themselves and others

When XXXX was happening how did you feel? Was there anyone else who was affected by your behaviour? How did they feel?

Making amends

What do you think needs to happen so that this does not happen again/put this right?

Revisiting agreement

- Rephrase the inappropriate behaviour
- State who it affected
- Share the solution that was agreed

Ending the conversation

Thank you for talking about