

Created: June 2019

Review: October 2022



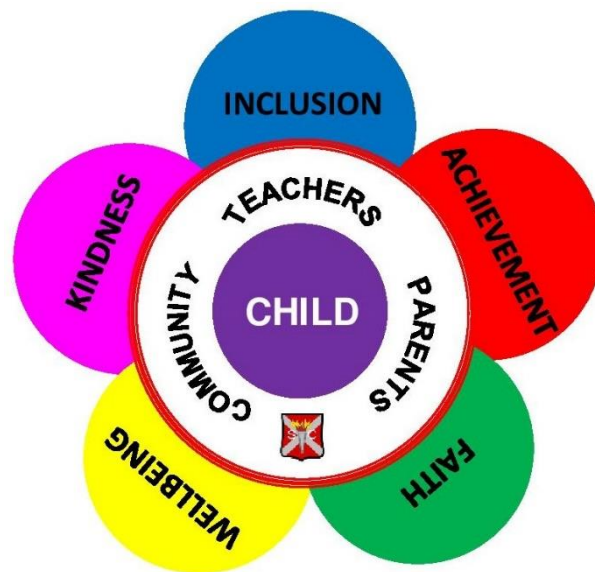
St. Cuthbert's Primary School Relationships and Behaviour

*"Every day we come to school,
St. Cuthbert's values help to fuel,
Our passion to achieve and to be kind"*

Here at St. Cuthbert's Primary School we pride ourselves on our positive school ethos, which is underpinned by a shared set of values that ensure the child is at the centre of all that we do.

Our shared values are steeped in the culture of our school -

Inclusion, Achievement, Faith, Wellbeing and Kindness



In addition, our school vision which embraces our aim of *'Learning and growing together through love and respect'* is further enhanced by our three school rules -

Respect, Excellence and Values



Policy Aims:

- To create a culture where exceptionally good behaviour is expected and celebrated.
- To promote a positive school ethos where relationships are key.
- To support the emotional, social and mental needs of all learners.
- To ensure that all learners are treated fairly and shown respect.
- To refuse to give learners attention and importance for poor conduct.
- To help learners take control of their own behaviour and become more responsible for the consequences.
- To build a community which values Inclusion, Achievement, Faith, Wellbeing and Kindness.

Purpose of the Policy:

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms and expectations.
- Positively reinforces behavioural norms and expectations.
- Promotes self-esteem, self-discipline and positive mental health.
- Teach appropriate behaviour through positive interventions.

Professional Expectations from all staff:



Remember, **consistency** is key!



The following pathway outlines the approach to Behaviour Management adopted by St. Cuthbert's Primary School. Print in **BOLD** indicates a change at August 2022.

The Environment:

All classrooms and areas should display:



The School Rules



The Shared Values

'Recognition Boards': used to identify and celebrate positive behaviour **linked to skills framework**.

'Tickled Pink Fridays': Positive Note Home every Friday for children who have gone consistently over and above. These should detail the celebrated behaviour and make reference to the 4 capacities.

Class Based reward systems

Class Teachers have autonomy to provide their own reward system for good behaviour. Attention should be taken to ensure this does not impact on curriculum time. We do not do Golden Time.

Better Behaviour records

Each class has a 'BBRs' folder to maintain relevant information about behaviour, for example - where reminders have been issued for inappropriate behaviour

School Rules:

Displayed in all classes and corridors.

Handling Incidents:

Efforts to pre-empt any potential incidents should be made, by avoiding or removing any known triggers and paying first attention to best conduct. Use a calm, controlled approach, refer to behaviour strategies and use break out areas in the class.

Where a behaviour issue starts to rise, adopt a discreet manner to address the incident with the child. Don't be tempted to 'name and fame' and try to keep the interaction as calm and as private as possible. Try to remember 'PIP' and 'RIP'.

Referrals:

The dove card should be sent to the Principal Teacher on the floor where the incident has taken place. If the floor PT is not available, then it should be sent to the next available. Where none are available, the Headteacher should be sent for.

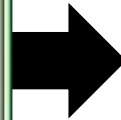
Management should follow the appropriate protocol, as outlined in the relevant Appendix at the back of this document.

Management should feedback verbally to the teacher as to the next steps to be taken, where and when appropriate.

All teachers, visitors and support staff should be made familiar with the content and supported in its delivery.

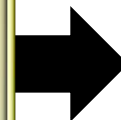


All classrooms should include an identified nurture area to support a 'Time In' approach within the class, and to promote the classroom as a 'safe place'. Some examples might include a 'nurture corner', 'cosy cave' or 'time in tent'.



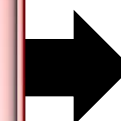
All children identified as requiring enhanced behaviour support should have their strategies or visual aids made available and visible in a manner appropriate to the needs of the individual and should be communicated to visiting teachers.

Where an incident is able to be contained and diffused in class, follow it up with a restorative conversation between all parties, this is important in restoring the relationship. Log any necessary notes in Class Notes. Alert SLT once you have done this,



If an incident accelerates quickly, becomes violent or endangers anybody in the class, refer to the closest member of management. If the situation worsens while waiting, consider whether it is necessary to remove the rest of the class from any risk.

A restorative conversation should take place between the pupil and the staff member involved in order to restore the relationship. This should take place on the same day where possible, with time facilitated to allow for this conversation to take place.



Incident notes should be recorded in class Notes. SLT will access this regularly, and speak to the relevant member of staff where appropriate.



Relationships Policy

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1: Visible Consistencies


All classes

- Follow the 'Meet and Greet' procedure at the classroom door and in lines every morning. This means presenting as calm, organised, and happy to see all children.
- Consider Playing calm, relaxing music throughout the day, being mindful of appropriate volume.
- **Display and use 'Recognition Boards' to pay first attention to where children are achieving in certain skills identified by the CT.**
- Demonstrate 'Tremendous Transitions' when moving around the class and school.
- Celebrate 'Tickled Pink Fridays' by sending a Positive Note Home to identify and celebrate exceptional behaviour. These are shared at Huddle.
- Celebrate Value Champions, and curricular awards on a cycle, as per school calendar.
- Class based rewards system can be used in addition to the whole school House Points, this should be based on positive reinforcement.
- The Better Behaviour Record folder should always be visible on the Teacher's desk, and used by visiting teachers to the class.

Whole school

- House Point system used for demonstrating whole school values throughout the school.
- Ensure a visible staff presence during all periods of transition, including teachers, SLT and SFLWs.
- Recognise and celebrate 'Tremendous Transitions' when moving around the school.
- Practise our school song regularly to enhance and promote our positive culture and ethos.

2: Five Pillars of Positive Relationships

 St. Cuthbert's Primary School Five Pillars of Positive Relationships				
Consistent, calm adult behaviour	<ul style="list-style-type: none"> • Calm and controlled verbal deliveries Shouting represents a lack of control on the part of the adult. • The adult offers a 'safe' and predictable interaction Staff are trauma informed and understand that school offers our children a safe boundary they may not experience elsewhere. • Adults stand together Children can expect the same outcome from all adults. 		First attention to best conduct	<ul style="list-style-type: none"> • PIP and RIP 'Praise in Public' and 'Reprimand in Private' • Recognition Boards All staff use a recognition board as a means of visibly drawing attention to best conduct. Children can expect this in all classes and by all teachers, including management. • Positive Notes Home All staff celebrate 'Tickled Pink Fridays' by sending a Positive Note Home to recognise exceptional behaviour.
	Relentless routines		Scripted interventions	<ul style="list-style-type: none"> • Agreed and shared scripted responses Children can expect the same verbal interventions from all staff when dealing with a behaviour issue. • Tone, pace and delivery The tone, pace and delivery is predictable, especially in the early stages of intervention. Children can expect the same response from all staff.
	Restorative follow up		Relentless routines	<ul style="list-style-type: none"> • 'Meet and Greet' Every day by all staff • Calm, relaxing music Used to enhance the learning environment. • Tremendous Transitions Supported throughout the classroom and all areas of the school. • Visible Staff Presence By all staff members during periods of transition. • Values Passports Used weekly to embed our shared values, with Values Champs identified once a month
			Scripted interventions	<ul style="list-style-type: none"> • Restorative Conversations All staff are supported with restorative follow ups • Relevant involvement A restorative conversation should take place between the pupil and the staff member involved in order to restore the relationship • Timely follow up Restorative follow ups should take place on the same day where possible, with time facilitated by management to allow for this conversation to take place.

3: Glasgow – A Nurturing City

As a Glasgow City Council school we are fully committed to being a Nurturing School.

What Nurture is not:

- ☒ Something that only happens in the Nurture Class.
- ☒ Only the responsibility of staff who believe in Nurture Approaches.
- ☒ Removing all high expectations of behaviour and effort.
- ☒ Stopping teaching children right from wrong.
- ☒ Removing structures and expectations.

What Nurture is:

- ✓ Seeing each child as an individual, and being mindful of this when planning for them, and supporting them with emotions and behaviour.
- ✓ The responsibility of everyone, in every part of the school.
- ✓ Support and strategies are based on needs analysis and strong assessment of a child (Boxall, GMWP, Wellbeing web, Leuven Observations)
- ✓ Creating a safe, predictable and highly organised learning environment for all children.
- ✓ High (but realistic) expectations of all learners.

The key principles of Nurture are:



The St. Cuthbert's Principle

Here at St. Cuthbert's Primary we adopt a nurturing approach. We acknowledge that this is a process that requires patience, persistence and a commitment to get it right for every child, The St. Cuthbert's principle observes that this process is an organic development that is created through love and respect and greatly underpinned by a strong ethos, and where every child is included and supported by all staff.

4: Excellent Behaviour - update in August 2022: Rationale

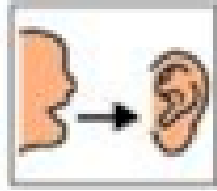
Rationale for update:

All staff have taken steps over the past four years to reduce the need to consider exclusion, as a last resort. Their efforts to better understand how to meet learners' needs have allowed the entire team to improve the climate and ethos of the school. In order to continue to further improve our culture of high expectations, we are taking steps to better monitor and track the behaviour of all children, whilst ensuring we routinely celebrate children who meet our high expectations frequently. By more robust tracking of behaviour, we hope to be able to intervene and support children and families with recurring issues and themes.

In 2022/2023, the SLT will work with all stakeholders to review our current vision and values, which were last agreed in 2018.

To be **excellent** we must all:

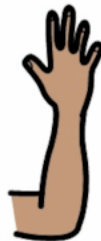
Listen to and follow instructions from all adults



Keep hands, feet, and objects to yourself



Raise your hand to speak



Show respect to each other (no swearing or unkind words)



5: Recognising Excellent Behaviour first and foremost

Rewards for making 'good choices':

- **PIP - Praise in Public** - verbal praise for making good choices to increase intrinsic motivation. This is the most effective way to create intrinsic motivation and to build a positive relationship.
- **Class Based Rewards**
- **House Points:** Rewarded for individual or collective effort. Termly treat for winning house.
- **Class Stars:** For collective class effort in and around the school. E.g - lines, assembly behaviour, good effort in a class project.
- **Tickled Pink Certificates:** Weekly at Huddle to celebrate the four capacities.
- **Value Champs:** Monthly celebration of children demonstrating our values.
- **Head Teacher Awards**




All of the above photos show a culture of pride, calm, expectation, and engagement in school life on the part of children and their families. Each adult has a role to look and find the 'very best' in every child and celebrate it when we can. Children will always respond better to praise and encouragement from a trusting adult, with whom they share a positive relationship.

6: Supporting Behaviour

Where behaviour falls short of agreed expectations, teachers should follow the steps outlined below:

Reminder: The aim is to create a classroom culture of high expectations, nurture, praise and joy where these steps are only needed after all positive reinforcement has been **consistently** used.

STEP	PROCESS	CONSIDERATION BY TEACHER:
1	<p>Verbal reminder 1 (RIP – Reprimand in Private, where possible).</p> <p>Examples:</p> <p>'XX please put your pencil down so that I know you are listening.'</p> <p>'XX put your hands up to speak, that means we can all listen calmly. Thank you'</p> <p>Not recorded on tracker.</p>	<ul style="list-style-type: none"> ✓ A quick check to ensure the environment, task demand, and personal care needs are met.
2	<p>Verbal Reminder 2</p> <p>(Visual Card given to child).</p> <p>Number '1' circled on tracker.</p> 	<ul style="list-style-type: none"> ✓ Ensure your Red Folder has an adequate stock of Think Cards. ✓ In PE lessons, this would be time out on a bench.
3	<p>Verbal Discussion with CT.</p> <p>Child asked to take time out - no more than 2 minutes. Use a timer.</p> <p>Number '2' circled on tracker. At this point check and be confident you have:</p> <p>When talking with child check that the Goldie Locks effect (just right) is in place. This is important before SLT intervene at the next step. This means:</p> <ul style="list-style-type: none"> -Is differentiation tight enough? Is the learning well scaffolded, challenging enough, are you asking for them to complete too many questions when 2 or 3 would allow you to assess their understanding? -Is there a wider class issue – e.g – a group fall out that needs resolved through a class circle time? -Has the child had enough water/something to eat? -Is there a possible Child Protection issue? E.g – something at home? -Is a referral to the ASN co-ordinator needed for further professional learning support for the CT. <p>Number 2 circled on tracker.</p>	<ul style="list-style-type: none"> ✓ Ensure Calm Corner has a suitable timer in it to ensure the two-minute time out is enacted. ✓ Some thinking prompt cards could be used here, or alternatively some distraction tasks eg – word searches, draw how you feel (this can sometimes tell you something important to relate and connect with child around behaviours).
4	<p>STOP!</p> <p>Make sure at this point that all of the steps in Stage 1-3 have been thoroughly followed. If you are confident all of this has happened, then send a Dove Card for SLT involvement. This should go to the floor PT in the first instance.</p> <p>Number 3 circled on tracker.</p>	<ul style="list-style-type: none"> ✓ SLT will speak to the CT for information. This should be done at the classroom door so that children do not hear. ✓ SLT may decide at this point, only where appropriate, to ask CT to spend time with the child whilst SLT take the class.
5	<p>Where behaviours continue after all steps above have been thoroughly followed, then:</p> <ul style="list-style-type: none"> -Child kept in at the next playtime for 15 minutes to complete a think sheet. -Parent Contacted by SLT to inform them of behaviour and support provided across the day. Number 4 circled on tracker. 	

Where a child uses verbal or physical assault against another child or adult (swearing, offensive name calling, punching, kicking, biting and spitting), then Stage 4/5 will be reached straight away.

Pupils with Additional Support Needs:

Although all children at St Cuthbert's should be expected to show excellent behaviour, we acknowledge that some children will require additional support with this. For example, children with ASD, ADHD, or who have experienced trauma, or are care experienced. The ASN Co-ordinator will work with class teachers where particular themes or issues in behaviour are identified for these groups of children. Parents/carers will be invited to a meeting, and an individual positive behaviour plan will be written. Positive Behaviour Plan templates are saved in SLT>ASN>Positive Behaviour Plan.

Staged Intervention at Classroom Level - consider the following when a persistent behaviour or engagement issue presents, especially for a child with identified ASN or on a pathway for identification of need.

Current Strengths:

--

Current Barriers to Learning:

--

Agreed Actions:

Changes to Resources:

--

Changes to Task Structure (Process):

--

Changes to Assessment (Product)

--

Changes to Environment:

--

7: Tracking and Record Keeping:

Each teacher will have a 'Excellent Behaviour Record' folder.

- ✓ The folder should be available on every teacher's desk and updated daily. This is important for visiting or NCCT teachers.
- ✓ A new tracking sheet should be used each week. The purpose of the tracker is to ensure that no behaviour chart is visible on a wall, for other children to see. These approaches do not foster positive, trusting relationships between teachers and children.
- ✓ The purpose of this is to keep a track of the support/reminders given. SLT can use this to support discussions with parents/carers. It may also support ASN profiling and planning, where a pattern of behaviour is identified as requiring further support/consideration of the reason for this behaviour (All behaviour is Communication). The sheet should be prepared each Monday, for that week.

Each term, children with no circled numbers on the tracker will receive an 'Excellent Behaviour' letter home.

Each Teacher should also maintain a 'Celebration of Awards' sheet in this folder to track where awards and certificates have been issued. This will support reporting. This must also be kept up to date and brought to tracking meetings.

St Cuthbert's Better Behaviour Tracking overview.

Class:

Teacher:

Week Beginning:

Name	Monday				Tuesday				Wednesday				Thursday				Friday			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
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	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4

Any relevant notes can be written on the reverse of this sheet*



Time to Think

8: Paul Dix Hints and Tips - Scripted Interventions

1 – **Adam, you need to ...** (be in your seat now,/have your pencil ready to begin/take off your coat/stop shouting)

2 – **Sarah , I need to see you** (following the agreed routine/showing our values/showing our rule of excellence/getting ready to begin work)

3 – **Kevin, I expect...** (to see your table immaculate in the next two minutes/be on time to class tomorrow/that you show better manners tomorrow)

4 – **Ahmad, I know that you will...** (help Maria to clean up the mess you have made with her/say sorry to Sarah for being unkind)

5 – **Gloria, thank you....** (for leaving the classroom with me when I asked/letting go of her hair/let's walk and talk now...)

6 – **Mikey, I have heard what you had to say now...** (let's make a plan for after play time so that this doesn't happen again/collect your things and come and work in my office for the rest of today).

Secondary Behaviours

The Madness of chasing secondary behaviours.

Examples

Primary Behaviour – child doesn't engage in task

Secondary Behaviour – begins to swing on chair, shouts across classroom, starts to move around the room.

Primary Behaviour – child hits another child

Secondary Behaviour – starts to run away when adult approaches to deal with it and then shouts abuse at approaching adult.

Primary Behaviour – child leaves room without permission because they are angry

Secondary Behaviour – child slams door to make a point

As adults, we become a bit stressed and frustrated because of the primary behaviour. This naturally raises our stress levels, as well as working hard to keep the rest of the class on task and engaged in the process of learning. When a secondary behaviour occurs, it often activates our 'fight' brain and we become the second child, and end up chasing the secondary behaviour.

'Look at me when, I am talking to you'

'Take that look off your face'

'Don't you tell me to'

10 Ways to manage Secondary Behaviours....

- Don't bite back with words
- Refuse to engage in power play
- Use choice if you can but not if it inflames the situation
- Refuse to bring up the past 'This is the 10th time you have done this...'
- Don't follow angry children if they walk away unless you must. For example your classroom goes onto a main road. Keep an eye on them from a distance if possible, or ask a colleague to support.
- Focus on the outcome you want (a change in the behaviour) not the argument
- Ask questions
- Focus on what is to happen next
- Where possible, move the student to a safe place out of the public view of others (remember you don't want to create a celebrity culture)
- Shift into listening mode. This is not the time for lengthy speeches.

Refer at all times during this process to the de-escalation process.

9 - Procedures in the Playground

Our School Song

A Million Dreams

I close my eyes and I can see, a world full of security, where we all belong.
Through the park, through the door, I climb the stairs up to my floor,
Where I feel at home.

We can say, we can say we feel included, we can say, we can say that we are kind.
We're not scared, we're not scared to make some mistakes,
We can learn in a school that grows our minds.

*'Cause every day we come to school,
St. Cuthbert's values help to fuel
Our passion to achieve and to be kind.
I think of what the world could be,
A vision of the school we see,
A million dreams is all it's gonna take.
A million dreams for the school we're gonna make.*

There's a school we can build, every class inside is filled, with things that show our faith.
Special friends everywhere, and great teachers who take care,
Of our wellbeing.

We can say, we can say we feel respected, we can say, we can say that we are safe.
We're not scared, we're not scared to make some mistakes.
We can learn in a school that grows our minds.

*'Cause every day we come to school,
St. Cuthbert's values help to fuel...*

However big, however small,
Let me be part of it all,
Share your dreams with me.
You may be right, you may be wrong,
But say that we'll all get along,
In the world we see,
In the world we close our eyes to see,
We close our eyes to see.

*'Cause every day we come to school,
St. Cuthbert's values help to fuel...*

For the school we're gonna make.



Professional Reading

Dix, P. (2017). *When the Adults Change, Everything Changes*. La Vergne: Crown House Publishing.

Lucas, S., Insley, K. and Buckland, G. (2006) *Nurture Group Principles and Curriculum Guidelines Helping Children to Achieve*, The Nurture Group Network.

Behaviour in Scottish schools: 2016 research

Available at:

<https://www.gov.scot/publications/behaviour-scottish-schools-research-2016>

Developing a positive whole school ethos and culture: relationships, learning and behaviour

Available at:

<https://www.gov.scot/publications/developing-positive-whole-school-ethos-culture-relationships-learning-behaviour/pages/1>

Better Relationships, Better Learning, Better Behaviour.

Available at:

<https://www2.gov.scot/Publications/2013/03/7388/1>

Every child is included and supported: Getting right in Glasgow, the Nurturing City

Available at:

<https://www.glasgow.gov.uk/CHttpHandler.ashx?id=32783&p=0>

**The Paul Dix audio book and several videos are available on the shared server for your enjoyment.*

