



Colgrain Primary School & Pre-5 Unit
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Last Updated: August 2024

Promoting Positive Behaviour

This policy is underpinned by the UNCRC and Health and Social care Standards as reflected below.

Articles of the UNCRC (the UN Convention on the Rights of the Child)	
Article 3	The best interests of the child must be a top priority in all decisions and actions that affect children.
Article 5	(parental guidance and a child's evolving capacities) Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child's increasing capacity to make their own choices.
Article 12	(respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

All nursery staff will adhere to this policy.

Rationale

There are two key policy drivers for supporting the development and promotion of positive relationships – GIRFEC and 'Better Relationships, Better Learning, Better Behaviour.' Children are supported to reach their potential by being provided with free play and learning opportunities that reflect their needs. Colgrain Staff deploy a holistic approach to behaviour management and ensure each individual pupil is encouraged to show self-discipline and self-esteem.

There is an ethos of mutual respect and encouragement. Our positive behaviour strategy is focused on social and emotional wellbeing and the values set out in our school Vision, Values and Aims.

All staff are responsible for managing behaviours and severe or concerning behaviours must be reported to a member of the management team.

Aims

Our behaviour management aims are:

- To assist children in the understanding and application of rules.
- To ensure all children co-operate with the rules set out by Colgrain Primary School and Nursery in consultation with the pupils.
- To support children in fostering a bond of respect towards both adults and other pupils.
- To promote positive behaviour and praise good behaviour.



Values

Respect

All service users, stakeholders and staff respect each other and respect the service provided. Pupils are respectful towards adults and follow the school rules. Pupil, stakeholder and staff interactions reflect the Colgrain vision for the future. Eco Schools and Health Promotion are at the core of Colgrain School and all pupils, staff and stakeholders are encouraged to have respect for our environment.

Nurture

At Colgrain we adopt the principles of nurture – we believe that all children are part of the Colgrain Family and should be treated fairly in a safe welcoming environment; promoting self-esteem and communication. The principles of nurture also lie firmly in the promotion of smooth transitions. Because of the profile of Colgrain, we receive pupils at many points in the school year from different countries and from other schools within Scotland – it is one of our values to ensure they continue to flourish in their new setting.

Aspiration and Curiosity

All staff believe that pupil curiosity is key to learning and development and therefore we continually develop opportunities for pupils to lead their own learning and set their own targets; thus leading to ownership and sense of pride. Pupils and staff

have a degree of challenge in their work, in line with Curriculum and Excellence, and are given the chance to succeed at all levels of learning. When pupils, staff and stakeholders succeed in their learning we celebrate with them. All staff and pupils are proud to be part of the Colgrain family and support each other through the challenges.

Partnership

A key value at Colgrain is working in partnership with all stakeholders. The 'Getting it Right for Every Child' framework highlights the key elements involved in working with external agencies – in order for pupils to flourish sometimes other agencies must be involved e.g. educational psychology, behaviour specialists, NHS etc.

Our partnership with parents and community members is something we already pride ourselves in at Colgrain and we recognise the invaluable difference they make to our service and its continual improvement. We may report behaviours to parents and comment on the behaviour of pupils within the end of session report and at Parent Afternoons.



Principles

The protocol for managing challenging behaviours is as follows:

- If adult intervention is required it will always be positive and supportive; guiding and advising the child.
- Children should be guided away from inappropriate behaviours; be advised and progress.
- Children will be focussed on the need for rules within Colgrain and the necessity that they are to be followed.

Staged Intervention for Behaviour Management

1. If a child is exhibiting inappropriate behaviours then they will first be given a warning by a member of staff.
2. If the behaviours continue then the child will be removed from the situation (isolation within the playroom/outdoors)
3. If the behaviours continue then the child will be removed from the playroom/outdoors with adult supervision. (Time out)
4. If the behaviour continues then the child will be taken to management staff using the 'concerns' protocol.
5. If the behaviours continue, contact will be made with the child's parents.

Partnership with parents and other agencies

1. If a child is exhibiting inappropriate behaviours then informal partnership discussions will take place between the child's keyworker and parents. Ideas for diffusion will be discussed.
2. Communication will take place between the headteachers and nursery keyworker (s)
3. Parents will be invited to an initial meeting to discuss their child's behaviour.
4. Headteacher will arrange for appropriate education personnel to become involved:
 - R Redpath Principal Educational Psychologist
 - G Geoghaghan ESO for Behaviour Support
 - B Gillies Additional Support for Learning Teacher
 - A Currie Principal Teacher of Support
 - T Sartain Principal Teacher of Early Years



I have read and understood this policy.			
Staff Name - Print and Sign	Date Reviewed		
Chelsey Dolan	March 23	August 24	
Sandra Cunningham	March 23	August 24	
Wilma Brown	March 23	August 24	
Gillian Dougan	March 23	August 24	
Fiona Porter	March 23	August 24	
Angela Collins	March 23	August 24	
Courtney Williams	August 24	August 24	
Aimi Sharkey	August 24		
Rechelle Calderbank`	August 24		
Leila Dick	August 24		
Cherri Clemmett	August 24		
Nicole Campbell	August 24		
Tatyana Morrison	August 24		
