

# Logiealmond Primary School



## Positive Behaviour and Relationships Policy

## **Purpose of the policy**

- To set the standard and expectations for positive behaviour and relationships at Logiealmond Primary
- To provide clear guidelines on the role of Right Holders - (pupils) and Duty Bearers - (parents and school staff)
- To make the logical and natural consequences of behaviour clear to all

## **Aim of the policy**

- To create a culture of positive behaviour for all
- To ensure all pupils are able to access their rights or are supported to access them
- To ensure that all learners are treated fairly, shown respect and to promote good relationships
- To ensure pupils (Right Holders, parents and staff (Duty Bearers) understand their roles in promoting respectful and safe behaviour
- To help learners understand that they manage their own behaviour, take responsibility for choices and understand any consequences
- To build a community which values achievement, health and wellbeing, resilience and responsibility

## **Introduction**

Logiealmond Primary is a Rights Respecting School which means that everyone puts the rights of the child at the heart of our school. All children have rights as detailed by UNCRC

At Logiealmond, we are working towards our shared vision of a school which is confident and ambitious, to which all members of the community can contribute and in which all can share and a learning environment which is vibrant and successful; a safe, healthy, happy and sustainable environment where all are nurtured and supported.

We want everyone to share our values of

Respect   Inclusion   Responsibility   Fairness

## **Article 29 of the UNCRC**

A Rights Respecting School teaches about children's rights and also models rights and respect in all relationships. All staff are encouraged to use praise and reinforcement of the School Charter to help pupils to achieve their best work and to respect the rights of others.

### **Being Consistent**

We recognise that all members of the school must accept responsibility for their own behaviour and for recognising wrong choices. For this to work there has to be co-operation, communication and consistency between pupils, parents, and staff. We will develop a culture of positive behaviour across the school and recognise that a consistent approach from all is needed to achieve this.

### **The role of Right Holders (Pupils):**

#### Respect

- listen to and follow instructions
- use acceptable language and tone
- look after other people's belongings
- look after school equipment and property
- use good manners
- treat others as you would like to be treated
- give others privacy and personal space

#### Responsibility

- Keep yourself and others safe
- dress appropriately for the learning of the day- school uniform or outdoor clothes as agreed
- organise and look after personal items

- have water bottle, PE kit, homework, reading books and any other required equipment
- work to the best of your ability at all times
- know and understand routines and what is expected
- think carefully before you act
- set a good example to younger pupils

### Honesty

- Always tell the truth
- Be fair
- Don't blame others unfairly

### Co-operation

- take turns and share
- include everyone
- listen to the ideas and opinions of others
- move safely around the school -don't run
- stay in the area you have been asked to be in
- work as a team
- be a good sport
- be helpful

### **The role of Duty Bearers- (Parents):**

- Co-operate with and support the school
- Reinforce the school's relationships and behaviour policy
- Help their children get in the right frame of mind- be positive about school
- Support their child by agreeing to discuss problems that arise
- Celebrate pupil's successes with us
- Build positive relationships with the school and trust that decisions are being made with their best interests in mind
- Ensure your child is ready for learning, support pupils with basic life skills such as waiting your turn, losing and winning gracefully and building resilience skills

### **The role of Duty Bearers- (Staff):**

- Meet and greet and welcome learners as they enter school
- Have clear expectations for the class but recognise pupils as individuals
- Model positive behaviours and focus on building relationships
- Plan lessons that engage, challenge and support the needs of all learners
- Recognise and celebrate achievement
- Refer to 'Respect, Inclusion, Responsibility and Fairness' in conversations about behaviour
- Be calm and give learners time to be calm before talking through a problem
- Follow up poor behaviour consistently and engage in reflective dialogue with learners using Restorative Conversation questions
- Communicate with parents

- Ensure everyone's wellbeing is taken into account
- Ensure the learning environment is safe, promotes independence and inspires learning

### **Class Charters and Assemblies**

At the start of every academic session class teachers will work with the class to create a class charter as part of the UNCRC, which reflects the role of Right Holders and Duty Bearers and supports everyone to be ready, respectful and safe. The charter will be discussed with the class, written up and displayed on the wall. This charter will be revisited throughout the session by the class teacher and when there is a change of teacher. This charter will give visiting teachers a clear starting point for managing positive behaviour and building relationships.

Regular assemblies will review and reinforce the school values. Class work will provide opportunities to explore and discuss these in greater detail and re-enforce pupil understanding.

Classes will hold Restorative Circles to support positive behaviour and relationships.

### **Recognition and Rewards**

We will recognise and celebrate behaviour, which is respectful, responsible, inclusive and fair.

- All adults will use praise effectively and meaningfully e.g. I like how well you have listened to others in the group. You have walked quietly and safely to the hall. Etc
- The class may from time to time have their own agreed reward system when working towards specific targets on the above list. These can be changed regular to maintain motivation.
- All staff will send Praise Pads home
- Class Teachers will update See Saw with positive messages.

## Consequences

We will support all our pupils to understand the consequences of their behaviour and the impact it has on their own and others learning and wellbeing. We want our learners to understand the consequences of their actions and to take responsibility when mistakes have been made. We use Restorative Approaches. Parents can be involved in the restorative process. All staff will support pupils to understand the natural and logical consequences of their behaviour.

Some consequences might be:

- When you call someone names or make fun of them you will have to face up to the person and understand how you have made them feel through a restorative conversation
- If you are rude to others, you will be given a reminder of what good manners are and be expected to try again using good manners.
- If you hurt someone you will have to face up to those you have hurt through a restorative conversation and do something to repair the relationships
- If you disrupt learning in your classroom you might have to work elsewhere.
- If you waste time, you will pay back with your own time e.g. completing tasks at home or during your own break.
- If you are consistently not Respectful, Responsible, Inclusive or Fair your parents will be involved.

## Serious Behaviour

For most of our learners these steps will be adequate to deal with behaviour which is not Respectful, Responsible, Inclusive and Fair. If there are incidents of serious behaviour, the Head Teacher will be involved and will seek to work with the learner and their parents until improvements have been made. All staff

will be aware of learners whose behaviour could be challenging or those with Additional Support Needs which impacts on the ability to manage their own behaviour. Exclusion from school would only be used as a last resort and be a proportionate response for which there is no appropriate alternative. The decision to exclude would only be taken in line with the PKC Guidelines on the Exclusion of Children and Young People from Schools in Perth and Kinross.