



Better Relationships,

Better Behaviour, Better Learning

Rationale

"Curriculum for Excellence cannot be delivered without good relationships and positive behaviour. Children and young people should feel happy, safe, respected and included in the learning environment and all staff should be proactive in promoting positive behaviour in the classroom, playground, and wider learning community. Underpinning this is the emotional health and wellbeing of staff."

In Moniaive our starting point for learning is a positive ethos and climate of respect and trust based upon shared values across the school community, including parents. GIRFEC and Children's rights underpins our practice and we strive to work together to promote positive relationships throughout the school.

Roles and responsibilities

Staff

- Develop open, positive, supportive relationships where children and young people will feel that they are listened to.
- Promote a climate in which children and young people feel safe and secure.
- Model behaviour which promotes effective learning and wellbeing within the school community.
- Be sensitive and responsive to each child or young person's wellbeing.

Pupils

- Contribute to the life and work of the school and, from the earliest stages, exercise their responsibilities as members of a community.
- Participate responsibly in decision-making
- Contribute as leaders and role models, to offer support and service to others and
- Play an active part in putting the values of the school community into practice.

Parents

- Work in partnership with staff to support the work of the school.
- Encourage their children to play an active part in putting the values of the school community into practice.

School Ethos

In Moniaive we strive to work together to promote positive relationships and behaviour throughout the school.

It is everyone's aim and expectation to:

"Learn Lots, Learn Well and Learn Together "

We work hard to be:

**Welcoming, Respectful, Hardworking, Kind, Rights Respecting, Inspiring,
Courageous and Eco-friendly**

Positive Behaviour Strategies

- Prevention - all staff will encourage children to develop a positive attitude and self-discipline
- All learners are encouraged to develop a sense of self-discipline where they can make informed choices on positive behaviour
- Awarding of Dojo points, stickers and the recognition of success in school and wider achievement
- Certificates of achievement given at Assembly to take home
- Dojo champion from each class
- Whole school assemblies where positive behaviour is modelled and celebrated
- Pupils who win awards get their name put in the pot and have the chance of being picked to choose a prize from the drawers.
- Class Circle time and discussions relating to Four Capacities, Wellbeing Indicators and Children's Rights
- P7s wear a bespoke sweatshirt and accept responsibility for modelling and encouraging positive behaviour
- Rights Respecting School Journey
- Pupil Voice Groups
- Health and Wellbeing Groups
- Outdoor Learning
- Use of chillax room
- Ensuring that every child is respected, valued and included
- Positive active communication with parents and carers
- Setting appropriate targets and an appropriate level of challenge in learning

What are the positive behaviours you see in our school?

Everyone is helpful and kind

Understanding teachers

Older children help younger children

Everyone is treated fairly

Approaches

All pupils are encouraged and supported in the development of positive behaviours to ensure the health and safety of all. These are regularly reviewed and adapted as necessary.

If appropriate, pupils can be given a verbal warning. This means they need to reflect on their behaviour. If they are consistently not meeting expectations then, at the teacher's discretion consequences would be discussed. These might be staying in for some time at breaks to allow Time To Think, Loss of P7 privileges, phone call to parent/carer.

Time To Think

In Moniaive pupils may have 'Time to Think'. This is a time when pupils can engage in dialogue with their teacher or member of staff about their behaviour. We adopt a restorative approach and fully involve the pupils in discussions about what happened, how it affects others and themselves and what can be done next in order to improve behaviour and learning.

Rights Respecting

Every pupil is on the journey to Moniaive being a Rights Respecting School through UNICEF. Pupils are being taught about children's rights and are developing an understanding of how the rights impact their lives and learning. These rights are used within the class and school to discuss expectations of behaviour and how to be respectful of each other's rights. All classes make a class Charter to show these rights.

Zero Tolerance

There is zero tolerance towards bullying in our school. Physical violence and/or verbal abuse towards an adult or other child will not be tolerated and will result in a direct referral to the Head Teacher and contact with parent/carer. Any incidents of bullying will be dealt with promptly.

Additional Support

Children with SEN requiring additional support to enable them to engage with the curriculum are referred using school ASN and Inclusion policy and procedures. A staged intervention approach is used to ensure that the needs of the child are met effectively through timely and appropriate interventions.

Which behaviours should have consequences?

Ideas from pupils

People not following class charter

Hitting, kicking, spitting, swearing

Not including people

Hurting people physically or mentally