Rights Respecting Schools Relationships Policy



Galston Primary School

Date: December 2017

Updated : September 2018

RRS Relationships Policy

**Our Key Values**

Respect, Responsibility, Fun, Inclusion & Honesty

**Our Vision**

At Galston Primary we aim to provide a safe, secure and nurturing environment where children are motivated and inspired to achieve their full potential, supported by the school and wider community.

**Respect**

We believe that our vision relies on the school being able to establish a whole school culture that promotes mutual respect amongst us all, makes us feel safe in all situations and induces a lifelong love of learning. We believe that our Rights Respecting Behaviour Policy (RRBP) is an integral and crucial policy that enables the school to fulfil its vision and to ensure the wellbeing of all.

**Our Ethos**

Galston Primary School is a Rights Respecting School where all children should be:

* Safe - The right to be safe A19
* Healthy - The right to be healthy A24.
* Active - The right to relax and play A31
* Nurtured - The right to become the best we can be A29
* Achieving - The right to an education A28.
* Respected - The right to be listened to A12
* Responsible – The right to an opinion A13
* Included - The right to be treated fairly A37

We believe that by promoting these GIRFEC principles we ensure our commitment to the UN Convention on the Rights of the Child Rights Respecting School’s work that form the basis of whole school policy and practice to ensure that all the children’s rights from part of everyday life for all our children at Galston Primary School.

We believe that through our adherence to the policy all our children will grow up aware of these rights and will learn to respect these rights for themselves and for others. We aim to encourage children to learn, work and play together to maintain this rights respecting ethos.

Through this policy we will create an ethos that will:

• promote an awareness of everybody’s individual needs and aim that all are valued within the school community

• ensure that every child is aware of the whole school values, their rights and responsibilities and will have helped to produce their Class Charter

• expect good behaviour to be modelled by all adults in the school

• expect everyone to take pride in their school, class, learning, environment and their relationships with peers and colleagues

• expect all staff to treat children fairly, consistently and sensitively

• celebrate and praise children’s achievement and success

• value parental support in working collaboratively to find solutions to behaviour management issues

• teach respect for ourselves and others, promoting the understanding that we are all different, but have the same rights

• ensure a consistent, positive approach to behaviour management throughout the whole school day, from Breakfast Club to after school clubs

• provide children, staff and all adults within the school community with an environment that promotes learning and supports each individual

• ensure the emotional, social and learning needs of individuals are supported and developed, involving other agencies where appropriate

• establish clear procedures for dealing with and managing unacceptable behaviour

• encourage the active and early involvement of parents in supporting positive behaviour

• work in partnership with parent/carers in supporting children’s social and emotional development • demonstrate that discipline in schools must respect children’s human dignity (Article 28)

• ensure that all staff and children develop a sense of responsibility with how they act and what they say

At Galston PS we encourage all children to make the most of all the opportunities by making them feel safe and valued at all times.

All staff will use praise and rewards to reinforce and celebrate positive behaviour. Staff will model positive behaviour within the environment and use language that will promote our school’s values and rights respecting ethos.

Everyday routines will develop each child’s understanding of boundaries, respect, expectations and consequences; developing their awareness of their own needs and the needs of others.

**Whole School and Class Charters**

A class charter will be created as a basis for behaviour and attitude throughout the school year. Each charter is created by the children and staff within the class and all sign up to it, agreeing to respect the chosen rights for themselves and others with their responsible behaviour.

The children will work together through assemblies to develop understanding of children’s rights and how these relate to our school and class charters.

Our whole school charter reflects the principles for behaviour in the school which have been agreed by the whole school community. They are:

|  |  |  |
| --- | --- | --- |
| Adults respect this by… | WE ALL HAVE THERIGHT TO… | Children respect this by… |
| Listening to, valuing andrespecting each other'sideas | be listened toA10, 12, 13, 14, 15(respectful) | Listening to, valuing andrespecting each other'sideas |
| Caring for everyone andeverything at school | be safeA6,9,10,11,16,17,19,21,25,26,27,32,33,34,35,36,37,38,39 (caring) | Caring for everyone andeverything at school |
| Providing healthy food,water, exercise and rest | be healthyA6,24,26,27,31,32,33,39(self-respect andrespecting others) | Making healthy choices |
| Providing us with all thatwe need to learn | an educationA17,28,29,30,31,34(ambitious, enthusiasticand ready to learn) | Being enthusiastic andready to learn. |
| Being ambitious for us inall that we do | become the best wecan be A29 (ambitious) | To be ambitious in all thatwe do |
| Providing a time to playand relax | relax and playA31 (friendly) | Being friendly towardseach other when relaxingand playing. |
| Treating each other fairlyand having the courage tostand up for what you feelis right. | be treated fairlyA2,7,8,14,15,20,22,23,25,30,37,40(friendly and courageous) | Treating each other fairlyand having the courage tostand up for what you feelis right. |

**Galston Primary School**

**Promoting Positive Behaviour 2018 - 2019**

Positive behaviour is rewarded and praised at Galston Primary School. We actively look for good behaviour and praise and reward children for this in a variety of ways recognising that this raises pupils’ sense of self-worth and their place within the school community. We will strive to acknowledge all known efforts and achievements of children, both in and out of school. Rewards will be implemented for all children so that Rights Respecting behaviour is celebrated and acknowledged.

**Rewards for Positive Choices**

Class Dojo

Each class will set up a Class Dojo as a system to reward and record positive choices and attitudes.

Points will be rewarded and deducted one or two at a time following the guidance below. Unfortunately a detention results in the automatic loss of 5 points.

|  |  |
| --- | --- |
| Rewards | Deductions |
| Listening well 1Staying on task 1Making positive choices 1Working quietly 1Effort 1Team work 2Showing respect 2Quality work 2 | Off task 1Poor co-operation 1Lack of effort 1Disrupting learning 1Unkind behaviour 2Challenging behaviour 2Detention 5 |

Each class will agree the awards and number of points to be achieved to be rewarded

At the end of each term Dojo Points will be converted into House Points and the winning House will receive a House Treat.

Individual rewards may include: (See Appendices for more detail)

* Homework pass
* Sit next to a friend
* Computer time
* Wear casual clothes
* VIP Playtime
* Seat at the Golden Table for lunch

Individual rewards should not be deducted from the class points total. The total will run from the start to the end of the school session.

Class rewards may include: (See Appendices for more detail)

* Shiny half hour
* Gadget Time
* VIP Extra playtime

Class rewards will be given at a time determined by the class teacher.

All classes will take part in a story/circle time at the end of each week on a Friday from 2.30 – 2.55 to allow for reflection, check out and a settled end of the week. Class rewards should take place at another point in the week.

**Whole School Rewards**

Bronze/Silver/Gold Awards

Every child will have the opportunity to reach specific totals which will result in whole school rewards and these will be celebrated by displaying pupils’ names on the walls outside the hall.

150 Dojo points – Bronze

300 Dojo points – Silver

500 Dojo points – Gold

All children who receive their Gold Award will have the opportunity to take part in the Head Teacher’s treat at the end of the session in June.

Bronze and Silver award winners will also have a treat to be decided each session.

Gold Tokens

Tokens will be given for positive choices in corridors, in the lunch hall, in the playground, for lining up, manners in and around the school and actions which supports others in the school to make positive choices. Each gold coin is worth 2 dojo points for that child.

The Children’s Rights Hendrie Family Award

The award to be given to a child who has significantly acted in a way that ensures one or more of the articles from the UN Convention on the Rights of the Child are promoted within the school and/or the wider community of Galston.

Children should be nominated by staff, House Captains and by community organisations using a simple nomination form. The nominations will then go to a committee made up of a representative of the Hendrie Family, a representative from the community, the local minister, the Chair of the Parent Council and the Head Teacher.

The award to be **The Children’s Champion** who will receive the Hendrie Family Trophy, a gift voucher and a small monetary award to be spent on something of the winner’s choosing which further benefits the children of the school and/or the community.

**Challenging Behaviour**

We believe that challenging behaviour can lead to children and staff not feeling safe in school. Children whose repeated inappropriate behaviour will be given some opportunities to make the right choices and change their behaviour. If their behaviour choices continue to be outside of our expectations, then consequences will be put in place.

Consequences for inappropriate behaviour

• Consequences are only given as a last resort, in most cases these can be avoided through adult support, interventions and good role modelling.

• Children will be given a clear explanation of the consequence that might happen if they continue with an inappropriate behaviour.

• Children are given the opportunity to ‘turn’ their behaviour round.

• Consequences for our young children are immediate and relatively short, this could include time out with a sand timer, reflection time in a quiet area or time out in another class which is appropriate to the Childs’ age and needs.

Every effort will be made to follow each of these consequences with a restorative discussion with an adult and the opportunity to repair any harm done.

Partner class/ behaviour management

A child may be sent to a partner class having had the opportunity to diffuse a problem through, at least, one time-out/reflection session. The amount of time spent there will be negotiated by the child’s teacher and the teacher of the partner class. The child must return to the classroom 5 minutes before the end of the session to discuss and resolve the issue. This will be logged by the class teacher and kept with the class planning and information file.

Where behaviour is impacting on the rights of other children in the class or school the following consequences will be put in place.

Incident 1 and 2 - white reflection sheet - loss of 3 Dojo points. Sheet to be completed during reflection time in school and taken home for parent/carer to sign.

Incident 3 & 4 – yellow reflection sheet – loss of 5 Dojo points. Sheet to be completed during reflection time in after school detention and taken home for parent/carer to sign. No participation in winner house treat if appropriate. Phone call by Senior Management Team to parent/carer

Incident 5 onwards – red reflection sheet. Sheet to be completed in school during detention and taken home for parent/carer to sign. Meeting with SMT and parent/carer and behaviour contract for specific term.

Children who are involved with consequences as above will remain with a member of the Management Team in a designated area in Base 3. The MT will maintain a log of the children who have reflection time.

We acknowledge that children all develop with different needs and skills in being able to respond to situations they may find themselves in. As a school we strive to ensure the needs of all children are met and they are fully supported to the best of our ability. Staff will employ a range of strategies to support all children and continually try to support all children. We feel that it is also important for all children to develop the skills needed to allow them to make a positive contribution to the society they live in and we will follow the procedures set out above, taking into account individual circumstances.