

Respectful Relationships at Kilmaurs PS



Our Pathway to Celebration and Success

Low level disruption ignored

- Non verbal communication used (thumbs up, visuals, facial expressions)
- Praise of positive choices/effort
- Use of values based language

Continued disruption ignored

Instructions consistently followed

Good effort and commitment to school values

Respectful behaviour maintained when faced with conflict

- Values stickers
- Class reward systems
- Superstar Award

Great effort/commitment shown consistently in learning

Consistently deals with conflict respectfully

Demonstrating behaviour above and beyond expectation

- Learning Journals Digital Shout Out and roll call read out at assembly
- HT Awards
- Values Stickers

Respectful Relationships at Kilmaurs PS





Our In Class Support Pathway

Low level disruption

- Planned ignoring as appropriate
- Non-verbal communication and visuals used
- Friendly reminder of expected behaviour/school values/class charter/UNCRC
- Praise improved positive choices ©

Continued disruption

Speaking disrespectfully to adults or pupils

Not following instructions

- Verbal communication and visuals used
- Offer strategies/support
- Refer to child's plan if appropriate
- Reminder of expected behaviour/school values/class charter/UNCRC
- Model appropriate language and behaviour
- Praise improved positive choices ©

Not responding to strategies or reminders

Behaviour that is disrespectful and makes others feel threatened

Leaving class without permission

Damaging/taking people's property

- Follow chilld's plan if appropriate (eg, regulation time)
- Phone call to inform office
- Restorative conversation held at an appropriate time for all involved
- Logical consequence put in place (loss of free time to make up for missed learning / replacing damaged property
- If recurring, email SLT
- CT informs parents if appropriate

Discrimination of any kind

Threatening behaviour of any kind

Bullying behaviour of any kind

Hurting other physically or verbally (including encouraging others to cause harm)

- Alternative break times put in place(with opportunity to play in a different way)
- Parent/Carer informed by HT/DHT if appropriate
- Recorded on Seemis
- SLT informed
- Respect Me / Respectful Relationships policies follows
- Team With the Family meeting held to agree strategies

Respectful Relationships at Kilmaurs PS



Our Out of Class Support Pathway



Moving unsafely around the building/playground

Not following signals or instructions

Not looking after property

- Planned ignoring as appropriate
- Non-verbal communication and visuals used
- Friendly reminder of expected behaviour/school values/class charter/UNCRC
- Distraction
- Praise improved positive choices ©

Continued behaviours as above

Speaking disrespectfully to adults or pupils

Play fighting after warning

- Verbal communication and visuals used
- Offer strategies/support
- Refer to child's plan if appropriate
- Reminder of expected behaviour/school values/class charter/UNCRC
- Model appropriate language and behaviour
- Staff check in on wellbeing of colleagues (tag out?)
 - Praise improved positive choices ©

Continued behaviours as above

Behaviour that is disrespectful and makes others feel threatened

Leaving area without permission

Damaging or taking people's property

- Radio communication
- Use appropriate strategies
- Regulation time in safe place if needed
- Restorative conversation held at an appropriate time for all involved
- Logical consequence put in place (loss of free time to make up for missed learning / replacing damaged property
- If recurring, email SLT
- CT informs parents if appropriate
- '3 Strikes' rule in playground

Discrimination of any kind

Threatening behaviour of any kind

Bullying behaviour of any kind

Hurting other physically or verbally (including encouraging others to cause harm)

Continuation/escalation of above behaviours

Alternative break times put in place(with opportunity to play in a different way)

- Parent/Carer informed by HT/DHT if appropriate
- Recorded on Seemis
- SLT informed
- Restorative conversation held at an appropriate time for all involved
- Respect Me / Respectful Relationships policies follows
- Team With the Family meeting held to agree strategies