

Balmerino Primary School



Relationships and Behaviour Policy

Updated: December 2021

Rationale

School ethos is fundamental in determining positive behaviour in school with all members of staff playing a very important role in promoting a positive ethos in all aspects of school life. A high level of consistency must be displayed throughout the school to promote positive relationships and patterns of behaviour.

Pupil behaviour should be managed effectively in a caring, nurturing and welcoming environment. A positive home/ school partnership is vital for maintaining this positive ethos and to deal with any issues jointly if they occur.

This policy is being reviewed in November 2021 for the following reasons:

- Changes to the staff team have led to the need to ensure consistency of approach.
- A few parents have voiced questions about our policy and practice.
- We are increasing our engagement with the United Nations Convention on the Rights of the child (UNCRC) and seek to place these articles at the heart of our relationships and behaviour policy.
- We recognise the need to develop strong relationships and good behaviour in the context of Covid Recovery.

Pupil Voice

In October 2021, we carried out a Wellbeing survey. It was completed by almost all P4-7s and a representative number of P1-3s. Children were asked to give each statement a score out of 10 – 10 being really true and 1 being not at all true. The results are collated at Appendix 3. Overall, the results give a picture of a school in which pupils feel safe and included and that they feel looked after by the adults in school. While none of the responses give cause for concern, there are some areas which indicate room for improvement and these have been considered in the review of this policy as well as in our wider work.

Parent Voice

A draft version of this policy was shared with parents in November 2021 and their views sought through a questionnaire. Almost all of the parents responding agreed that it reflects their experience of how the school supports relationships and behaviour (1 parent answered 'not sure' and explained it was because their family was new to the school). No parents suggested any changes should be made to our policy and it will therefore now be finalised.

Aims

The aims of this policy are to;

- Promote positive behaviour and relationships within the school
- To explain the Reflective and Restorative Approach(es) used within school
- To outline responsibilities of staff within the school
- To identify the role of parents and pupils

Promoting Positive Relationships and Behaviour

In trying to establish an ethos of promoting positive relationships and behaviour it is important to highlight several points:

- The building of a child's self esteem is considered to be the utmost importance. We as a staff must take every opportunity to do this in the course of our daily work in school. This is also achieved through curricular work and the life and ethos of the school and is articulated in our vision, values and aims statement: Our School. Our Future.

- We favour a restorative approach over a punitive approach and recognise that our pupils respond best to understanding why certain behaviours are expected and to drawing attention to positives rather than a critical approach or drawing attention to negatives.
- Positive behaviour in school is the result of a good, strong school ethos which is built on mutual trust and respect amongst all those that populate the building.
- We set high expectations and recognise that firm but fair boundaries within a nurturing ethos give children a sense of security.

Restorative Approaches

The term Restorative Approaches is used to mean restoring good relationships when there has been conflict; and developing school ethos, policies and procedures that reduce the possibilities of such conflict or harm.

Restorative Approaches involve a set of principles, strategies and skills.

The underpinning principles include:

- Respect for other people, their views and feelings
- Responsibility for one's own actions and their impact on others
- Empathising with the feelings of others
- Using fair processes that allow everyone to learn from any harm that may have been done
- Responding to difficult behaviour which has positive outcomes for everyone

How we deal with Conflict

When dealing with incidents it is important to:

- Listen with empathy and without judgement
- Deal with each situations, one to one
- Mediate
- Facilitate restorative conversations and problem solving discussions

This ensures that people:

- Can discuss their views and feelings
- Treat everyone with dignity and respect
- Develop their understanding of others and reflect on themselves
- Are involved in solving problems

At Balmerino Primary we use a "script" with children who have been involved in a conflict. The script will vary by circumstance and the age and stage of the child but an example is:

What happened?
 What were you thinking when it happened?
 What did you feel inside when it happened?
 How are you now?
 Who else has been affected?
 Is there anything else we need to do to make it better?
 What needs to happen to put things right?

'Traditional methods concentrate on what's happened, who's to blame and what the punishment is. Restorative practices ask: What's happened? Who has been affected and how? How can we put it right? What have we all learned so we can make different choices next time?' Respect Me Website

Expectations are set and maintained using the following systems and principles:

- Establish classroom charter with the pupils at the start of each session. This charter should be linked to the UNCRC.
- Display charter in a prominent position within the classroom and refer to it regularly both to praise and correct. E.g. 'thank you for waiting your turn – you respected X's right to learn but not interrupting' or 'Please remember that if you interrupt it might stop someone else learning – please can you wait your turn?' Referring to the charter in this way, helps to teach and emphasise positive routines and supports children who have expressed (through the wellbeing survey – appendix 3) that they find turn taking and group work difficult.
- Regularly discuss playground charter with the pupils (see Appendix 1) – revisit and review as necessary.
- Display playground charter in different areas of the grounds so that they are clearly visible
- Positive recognition begins with effective praise which is genuine, descriptive and specific. Praise can be either public or private depending upon the child's personality. There are always many opportunities to praise children throughout the school day and these should not always be connected to a curricular activity. Genuine praise can boost children's self-esteem and help them recognise times that they are keeping the charter and living our school values as expressed in 'Our School. Our Future.' This will support those children who have expressed (through the wellbeing survey – appendix 3) that they don't feel they work hard or keep trying.
- We have a collective responsibility to ensure positive behaviour and relationships and, as a staff, we support each other to achieve this. The EYO team have overall responsibility for Nursery children and the teacher timetabled to be with the class has overall responsibility for primary children. The PSA team have overall responsibility for primary pupils at playtime. The role of the Headteacher is to support all staff and good communication is a key part of this – all staff are asked to communicate concerns to the HT in a timely manner.
- We recognise that all behaviour is communication and where a child is presenting with distressed or significantly changed behaviour, it is important to consider all likely triggers and address them. Significant changes to a child's behaviour should be reported to the headteacher.
- Well planned, organised and correctly pitched lessons/learning experiences promote engagement with learning and positive behaviour.
- All staff should consistently apply the same routines and expectations as articulated in the class and playground charters and within a culture of mutual respect.
- We recognise that promoting the positive is often more effective than drawing attention to negatives but there are times when behaviour needs to be appropriately corrected and we use a warning system for this. The warning system is applied flexibly and as appropriate for the age and stage of the child. For some children a visual system (green, yellow, red cards) is appropriate for others, an oral system is more appropriate. However the warning is given, the following applies:
 - Having been given a warning the child should then be given positive feedback as soon as their behaviour becomes positive. This can be through oral feedback or through a visual as appropriate.
 - No child should be made to feel embarrassed at getting a warning (whether verbal or visual) it should be given discretely.
 - The warning should be expressed as advice to improve, it is not a punitive measure.

- When the child does not respond to warnings (persistent low level behaviour) or when there is a single act of significant behaviour (swearing or hurting), a reflective exercise or restorative conversation is carried out by the staff member they are with at the time. This might be an oral conversation, use of the Fix-It-Folder or it might be done using a written format (examples are at appendix 2). If a written format is used, it should not be presented as a punishment – this is an opportunity to reflect and resolve. It is not punitive measure. No child should be asked to write on the sheet if they are not developmentally able to do so and the adult can complete it for them if that seems helpful. We will always feedback to parents when behaviour has reached this level. This might be by a phone call, face to face conversation or by sending the sheet home for the parent to sign and return. This is for the parents' information, it is not expected that a consequence will be put in place at home as the matter will have been resolved in school. The reflective exercise/restorative approach should not be carried out in a way that would escalate the situation. If the child is in a heightened state, it is best to let them calm down before reflection and restoration. The HT will always be informed when parents are contacted in this way. If a staff member sends a sheet home to inform parents, they must check it is returned and then pass it to HT for information. If it is not returned, the staff member must contact the parents to check they do know about it.
- While saying sorry can be an important part of restoring a relationship, no child should be made to say sorry and no child should be made to accept an apology. Where a child has been upset by another, it is good practice to ask them if they are happy to speak to the other and let them make an apology. Any apology made should be sincere and it should be clear that an apology is a commitment not to do it again.

Stand Up - Get Help Script

This system is being introduced at a whole level in October 2021 in response to feedback from the wellbeing survey (Appendix 3) which indicates some children do not feel confident to speak up if they were being picked on or confident that they are listened to. It is a script that children can use if someone is upsetting them in school. It mirrors the approach adults take:

When someone treats us in a way we don't like, we follow these steps:

- 1. Tell the person you don't like what they are doing – remember they might not realise you don't like it, they might think it's fun for you.**

If they don't stop doing it:

- 2. Look right at them and use a big clear voice: 'I don't like you doing that, I've already told you that I don't and I want you to stop.'**

If they don't stop doing it:

- 3. Tell them: 'I know that I've told you I don't like it, you keep doing even though you know that. If you ever do it again, I am going to get help.'**

After that, if the person ever does it again, go and get help straight away, tell the adult you've told them you don't like it but they keep doing it anyway. The adult will help you sort it out. You can ask any adult at school for help. If you see a friend being treated in a way they don't like, you can help them to use 'Stand Up – Get Help'. We Stand Up for ourselves by using our words and explaining we don't like it. We never Stand Up for ourselves or others by using unkind words or hitting.

House System

Our House System was introduced in 2021. It promotes a sense of belong, responsibility and team work. Children are awarded House Points for competitions and for going above and beyond and for living our school values as articulated in 'Our School. Our Future.'

Peer Mediation

The school has a successful history of using peer mediation. This work was interrupted by the pandemic but we will be working to reintroduce it during 2021-22.

Targeted Support

The above supports are universal – they are in place for all learners in our school. Some children, for a variety of reasons, need targeted support to maintain positive relationships and behaviour. This might include:

- Kitbag sessions
- Lego Therapy
- Individual Behaviour Chart
- Child's Plan
- Anxiety Support
- Involvement of Educational Psychologist
- Referral to another agency for support e.g. Health or Family Support Service

Any parent who is concerned about their child's relationships or behaviour should contact the Headteacher directly to discuss. Please don't wait for us to contact you – remember you might be noticing behaviour at home that we don't see in school. We need to have the full picture to be able to help and it is important that parents come forward proactively with concerns.

Related policy:
Anti-Bullying Policy 2021

Appendix 1: Playground Charter

United Nations Convention on the Rights of the Child:

Article 29: One of the goals of education is to teach respect for the environment, for other children and for adults.

Article 31: Children have the right to play and relax.

Article 3: Keeping children safe should be a top priority when decisions are made.

Our 10 Golden Rules:

1. We only use equipment at lunchtime – playtime is for eating snack and going to the toilet. There is also time to chat to friends and have a short play.
2. We only use the equipment which the House Captains put out and we use it in the zone they put it in. We only use the football on the pitch area – this is to make sure a ball does not go onto the road or hit a car. We use the equipment for what it is made for!
3. We play kindly and gently and we never put our hands on each other to push or pull.
4. The flag pole area is a quiet area for sitting and chatting.
5. We have seats to sit on and we keep them clean for the next person by keeping our feet on the ground.
6. We only climb on the Trim Trail – nothing else is made for climbing.
7. 6 people can play in the house but we don't touch the windows because they are fragile.
8. We don't pick the fruit, but if we see it on the ground we can help sort it out. The good fruit can go in the bucket for Apple Day, the rotten fruit can go in the compost bin.
9. We always put rubbish in the bin.
10. We keep the gates shut.

Appendix 2: Examples of Reflective Exercises

My Choice My Consequence

Pupil's Name: _____

What happened first?



What happened next?



What could I have done?



What did I do?



What might the consequence have been?



What was the consequence?



Dear Parent,

You have received this sheet as a record of a conversation I had with your child today. Please can you sign and return it to me so that I know you are aware I have helped your child resolve this matter.

Staff Member's name: _____

Date: _____

Parent's signature: _____

Date: _____



Balmerino Primary School
Time to Make it Better



Child's Name:

What was happening first?

Have I upset anyone?

How am I feeling?

What have I done to make it better?

What have I learnt/What will I do differently next time?

Dear Parent,

You have received this sheet as a record of a conversation I had with your child today. Please can you sign and return it to me so that I know you are aware I have helped your child resolve this matter.

Staff Member's name: _____ Date: _____

Parent's signature: _____ Date: _____



Child's Name:

Why have I received this time to make it better sheet?

Who have I upset?

Can I do anything to make it better?

What will I do to stop this happening again?

Dear Parent,

You have received this sheet as a record of a conversation I had with your child today. Please can you sign and return it to me so that I know you are aware I have helped your child resolve this matter.

Staff Member's name: _____ Date: _____

Parent's signature: _____ Date: _____

Appendix 3: Wellbeing Survey October 2021

Pupils scored themselves on a 1 to 10 scale for each statement.
1 being strongly disagree, 10 being strongly agree.

Statement	Percentage of Pupils giving 8 out of 10 or greater	Percentage of Pupils giving 3 out of 10 or less	Average Rating out of 10
I can wait until it is my turn	68%	9%	8.06
I am good at working with others	74%	4%	8.28
People listen to me in school	77%	9%	8.36
I would complain if I felt picked on by anyone in school	72%	6%	8.36
I stay calm even if I don't get what I want	79%	6%	8.49
I work hard in this school	77%	2%	8.66
I like this school	79%	0%	8.68
I like being chosen to do things in school	79%	9%	8.68
I can stand up for myself in school	87%	4%	8.85
I will keep trying even if the work is hard	85%	4%	8.94
Other pupils look out for me in school	85%	4%	8.96
I feel safe in school	91%	6%	9.04
I follow the school rules	87%	0%	9.13
I am proud of the work I do in school/my work is good	94%	2%	9.23
I belong to this school/I feel important to this school	96%	0%	9.38
People in school can help me if I get upset	94%	0%	9.43
I feel good about myself in school	91%	0%	9.45
Teachers tell me what I'm good at	98%	2%	9.55
I have friends in this school	94%	2%	9.62
Adults look out for me in school/make sure I am feeling ok	100%	0%	9.91