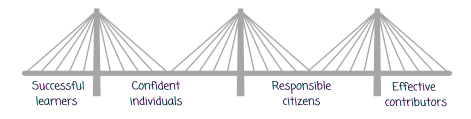
Carnegie Primary School

Culture of Respect



Reviewed September 2022



Creating a Culture of Respect

At Carnegie Primary School, we believe that children learn best when they are clear about what behaviour is expected from them and when they are continually and consistently supported in behaving well.

This guide outlines how the school by working together with parents and carers can create a positive and motivating environment which enables all children to learn. It is inclusive of religion, race and culture, additional support needs, disabilities and vulnerabilities and ensures the safeguarding of children.

We aim to:

* Create a calm, purposeful, safe and happy learning environment.
* Create a consistent approach to behaviour management throughout the school, celebrating and praising acceptable behaviour and enforcing firm boundaries for unacceptable behaviour
* Ensure positive, respectful and caring attitudes towards everyone, where achievements at all levels are acknowledged and valued
* Encourage each child to take responsibility for their own behaviour, leading to increased independence and self-discipline
* Work in partnership with parents / guardians when dealing with any behaviour issues.

We believe that our aims are achieved when:

* Clear expectations are established, understood and accepted throughout the school by all members of the learning community
* Encouragement, praise and rewards, both formal and informal, are key elements in promoting positive behaviour
* A school atmosphere is maintained which is consistent and caring
* The choice to behave responsibly is placed on the child, and children are taught how to make positive behaviour choices
* Children are provided with good role models
* Children experience a curriculum that is varied and stimulating and where teachers are aware and respond to children’s varying interests and skills
* Parents and school are in partnership to help children who need support to manage their own behaviour
* Consequences are directed at the action and not the child.

Our Core School values have recently been review by the children and all members of the school community are expected to follow them. They are:

**Respect Kindness Ambition**

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| **Agreed expectations based on our values** |

**Pupils**

* Demonstrate the school values at all times.
* Follow class charters and school expectations
* Strive to manage their own behaviour, making appropriate choices which allow children around them to learn in a calm, safe environment

**Parents/Carers**

* Encourage children to respect the diversity of our community and our school.
* Model the school values.
* Ensure children attend school, arrive punctually and in school uniform.
* Support the school’s policy and systems to promote high standards of behaviour at school and at home.

**Staff**

* Model the school values to pupils, parents and each other.
* Follow the school systems and policies consistently
* Create a positive, purposeful and safe working atmosphere in the classroom, ensuring that each child has work appropriate to his/her level of ability
* Teach the children to develop a positive attitude to one another, regardless of gender, race, culture, belief, values, age and need.
* Work in partnership with parents in dealing with any behaviour issues.
* Work closely in partnership with outside agencies, implementing advice and strategies in dealing with children with behaviour difficulties.

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| **Rewards** |

Most importantly, we know that our pupils are well behaved and motivated by positive comments and we will be ensuring that you are aware of how well each pupil is doing. Positive Behaviour is rewarded through: -

* Verbal Praise
* Stickers
* Message home
* House points
* Visits to a member of the Senior Leadership Team
* Certificates

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| **Improving Behaviour** |

From time to time things go wrong with relationships and/or behaviour as children grow and learn. When this happens we will generally use **Restorative Conversations**:

* What happened?
* What were you thinking/feeling?
* Who has been affected/hurt?
* What needs to happen now to put things right?
* Are you happy with how it’s been sorted?

**Consequences:**

When children choose not to follow our Core Values all staff are expected to deal with them in a calm and consistent manner and follow the agreed procedures.

1. Reminder/Initial discussion with the child explaining why the behaviour is inappropriate
2. Verbal warning
3. Thinking time/moved from situation, to enable them to restore what has gone wrong
4. Discussion with pupil and Senior Leadership Team – this may happen over a break or lunchtime.
5. Playtime to be moved somewhere out with main playground (back playground or inside with a PSA/SLT) to support the safety of self and others and/or positive behaviour choices
6. Parents/Carers will be contacted if consequences are not successful or misbehaviour is of a serious nature (eg. Injury to another child/sustained disruption to learning)

If persistent unacceptable behaviour continues a personalised behaviour plan will be put in place with home and school working together to support the child with following our positive behaviour policy.

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| **Reasonable adjustments** |

As an inclusive school we have children who come to the school with additional support needs.

The school recognises its legal duty under the Equality Act 2010 to prevent pupils additional support needs from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

In such cases we will work closely with parents and partner agencies to plan accordingly. Our primary focus will be to ensure the safety and wellbeing of all.

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| **Statement on Anti-Bullying** |

Bullying of any kind is unacceptable and will not be tolerated at Carnegie Primary School.

Every child has the right to feel safe and happy. Children should be able to tell and know that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to tell a member of staff.

For the purposes of this policy we have adopted Fife Council’s definition of bullying as follows:

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| **Definition of Bullying** |

*Bullying is defined as behaviour, which may or may not be deliberate, by one person or a group, which upsets, hurts, harms or injures another, impacting directly on their quality of life. Bullying may take many forms, including verbal, physical and social behaviour, and increasingly it may involve the use of technology, such as mobile phones or computers. It is likely to be associated with a power difference between those who bully and those who are bullied, to lead to hurt, fear and anxiety, and is often the result of a difference, perceived or real.*

We will develop the capacity to respond to any form of prejudice based bullying, recognising the importance of the protected characteristics identified in the Equality Act 2010:

Age Disability

Gender reassignment Marriage and civil partnership

Pregnancy and maternity Race

Religion or belief Sex

Sexual orientation Asylum seeker or refugee status

Traveller Looked after status

Young Carer Responsibilities Social or economic status

Imprisonment of parents, siblings, or other family members.

When addressing bullying we recognise that children will naturally fall in and out of friendships in the course of growing up. Such difficulties, disagreements or conflicts might be relatively minor and short-lived, but at other times may lead to serious conflict requiring direct intervention to ensure resolution. At whatever level such conflict occurs it is important to distinguish it from bullying, and to ensure that children and their parents and carers understand this distinction. It should also be recognised of course that unresolved conflict might, in time, lead to bullying.

We believe it is important to make a distinction between conflict and bullying as describing all relationship difficulties as ‘bullying’ is likely to devalue the term and obscure the very real risks which we know are associated with children being bullied. It can also create confusion around the nature of response or intervention which is required to get best outcomes for children.

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| **Prevention of Bullying** |

Staff ensure that anti-bullying education underpins all classroom practice. The approach taken in our school is one of prevention and disclosure. We encourage children to talk and share concerns relevant to bullying behaviour and adults closely monitor the playground areas. Role-playing situations in drama, IDL topics, HWB and RME will focus on bullying behaviours at various times.

In order to be pro-active in addressing bullying behaviours, our school will:

* Ensure staff attend annual anti-bullying training.
* Have a named member of staff as an Anti-bullying Single Point of Contact.
* Maintain a noticeboard with advice and information for pupils, and parents/carers.
* Ensure that all stakeholders have an awareness of, and access to, the school’s Anti-Bullying Policy.

**Action**

There is not one single approach that can be adopted when responding to bullying behaviour as what works for one child in one situation, may not be effective in dealing with another.

All alleged incidents or accusations of bullying behaviours, which are brought to the attention of school staff, will be fully investigated using a restorative conversation.

* What was the behaviour?
* What impact did it have?
* What does the child or young person want to happen?
* What needs to happen next?

Bullying incidents will be recorded and monitored using the council-wide recording system SEEMiS in line with guidance issued by the Directorate.

Parents will be informed if:

* The bullying behaviour persists
* The bullying behaviour is deemed to be of a serious nature

**What can parents do to support?**

* Look for unusual behaviour in your child
* Take an active role in your child’s education – ask how their day has gone.
* If you suspect your child may have been subject to bullying behaviour inform the school immediately.
* Encourage your child to ask for help and not to fight back as this may make matters worse.
* Learn to protect your child online following the guidance offered by the Child Exploitation and Online Protection Centre ([www.ceop.police.uk](http://www.ceop.police.uk))

For further information and resources go to [www.respectme.org.uk](http://www.respectme.org.uk)

Appendix 1 – Letter to Families

**Creating a Culture of Respect**

At Carnegie Primary School, we believe that children learn best when they are clear about what behaviour is expected from them and when they are continually and consistently supported in behaving well.

This letter is to provide you an update on our progress this session:

What we have achieved so far:

* Review of school values, created by pupils and launched through school assembly.
* Expectations of behaviour shared with all pupils and consequences clearly outlined
* Review of our behaviour policy- ‘**Creating a Culture of Respect’**
* Implementation of Fife Council’s anti-bullying policy (attached)
* Formation of pupil voice groups- demonstrating a commitment to listening to the views of our pupils
* Promotion of school uniform- to demonstrate a positive regard for the school
* Close monitoring of pupils travelling around school. Expectation of quiet orderly behaviour
* Regular class visits by SLT and presence in dining hall and playground
* All class teachers given guidance outlining procedures for ensuring positive behaviour in the classroom and ensuring disruptions to learning are minimised.

What we plan to do next:

* Embed core values (Respect, Kindness and Ambition) across the school and expect these to be demonstrated by all members of our school community.
* House points, additional privileges and praise/awards given to children who demonstrate the core values.
* Maintain clear expectations of behaviour and ensure appropriate action is taken when children’s safety or happiness is compromised.
* Review of the school day to reduce the periods of time children are in the playground (a parent consultation will take place in January)
* Continue to encourage the wearing of school uniform to further promote pride in and respect for our school.

Looking forward:

This culture can only be created and sustained with the support of everyone. Together we can create a safe and respectful environment for all pupils to learn and enjoy school life. I look forward to working with you all and would appreciate any feedback you have on what is working well or what we could do better.

Kind regards

Appendix 2 – Flow chart for staff

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# Behaviour Management Flowchart

1.What is getting in the way of this child’s learning?

2. How can I de-escalate this situation?

3. What can I do to minimise disruption for child / class?

5. What additional help, if any, may be needed from others?



**Think about**

* Sustained low level behaviour
* Abusive/ threatening/ foul language
* Defiance/ disrespect/ non-compliance despite opportunity to improve
* Constant Disruption (sustained back chat, yelling or screaming; sustained out of seat; stopping others learning)
* Physical aggression towards others
* Theft
* Bullying
* Racial incident
* Property damage
* Absconding

**Yes**

**No**

Ensure pace/ challenge of lesson

Try to Prompt/ distract/ support child

Has behaviour continued?

Low Level  
Teacher/PSA Managed

**Some examples:**

* Inappropriate language
* Physical contact – non serious but inappropriate
* Rough play
* Single incident of defiance/ disrespect/ non-compliance
* Disruption (talking while teacher is speaking; loud voice or noises)
* Property misuse

High Level  
Leadership Team

Continue to monitor child’s wellbeing/ behaviour

**Classroom**

**Radio call / Red card to office**

State expected school behaviour

Senior leader removes child from class / situation/ audience

Restorative chat/ reflection task completed

Action plan / solution focussed agreement

Work in an alternative room or return to class as appropriate

Parent / Guardian informed by phone

Meeting arranged with Parent/ Guardian

Proactive Management Planning

Child excluded

**Playground**

Remove from situation

Brought to SLT

Alternative play provision provided

Service to the school

Parent / Guardian informed by phone

Proactive Management Planning

Child excluded

**Classroom**

**Teacher will …**

* Support learning
* Redirect
* Provide options

Behaviour stops

Behaviour continues

Give positive verbal/social acknowledgement

**Apply Behaviour Consequence   
(logical, individualised)**

**Classroom**

Temporary removal from area/ table/group

Alternative task/activity

Reminder of class expectations

Inform senior leadership team

Phone call to parents

Behaviour slip home by SLT

**Playground**

Remove from situation

Restorative conversation

Alternative play provision provided

Stay at the side of PSA

Plan agreed

Service to the school

**Strategies for managing low level behaviour:**

* Prompt – Low key responses encouraging positive change
* Distract – give a role / task to de-escalate situation
* Support learning – tell, show, practice, acknowledge
* Provide options – Now / Next, Choosing Box
* Take action to correct behaviour- child-centred planning

Consequences should relate to behaviour being corrected

***Remember ALL behaviour is Communication: Keep***

***Calm, consistent, brief, immediate, respectful, and private***