



East End



Primary School

Positive Relational Policy January 2023

“A school that is proud”

Rationale

We need to create a positive and safe environment in school so that teachers can teach and pupils can learn effectively as outlined in the UN Convention on the Rights of the Child.

Article 3

The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 13

Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 29

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

Article 31

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Aims/Outcome

We will:

- Provide a well organised and secure environment
- Be approachable, fair and considerate towards pupils and their issues
- Apply a consistent behaviour management programme
- Praise and reward effort and achievement
- Realise our vision: East End School. Where innovation is welcomed by imaginative staff to inspire pupils.
- Find opportunities for pupils to succeed and to take responsibility
- Refer to our school vision, values and aims at all times.

These are:

- S Self-belief, encouraging all children to believe in themselves.
- H Honesty, establishing a culture of trust, openness and honesty.
- A Achievement, promoting learning in all areas through innovative and engaging experiences.
- R Respect, treating everyone, and the school building, with respect to promote equality and equity.
- E Enthusiasm, maintaining a positive relationship with all learners.

“A school that is proud”

IMPLEMENTATION STRATEGIES

A consistent approach towards standards of behaviour will be adopted throughout the school and class records will be used to record instances of inappropriate behaviour where SHARE has not been followed in class and around the school.

A range of behaviour management strategies will be used in school and classes namely:

A zero tolerance approach for inappropriate behaviour which does not respect the rights of anyone in the school community. Children with a behaviour support plan may be following a differentiated approach and this should be adhered to.

We encourage pupils to:

- respect and follow school rules
- wear school uniform
- line up - on time at the first bell and in an orderly manner
- walk at the correct side of the corridor
- enter and leave the school quietly and in an orderly manner
- sit properly in their seats
- listen when others are speaking
- present work well
- be polite at all times
- complete work within time allocated
- take the correct equipment to school
- respect themselves and each other whatever race, religion, ability or background
- use toilet facilities in the proper manner
- have good manners in the dining hall
- collaborate with others
- respect our school property

❖ We will not accept:

- ❖ talking whilst an adult is talking
- ❖ disruption to a lesson
- ❖ bullying
- ❖ rude speech or behaviour
- ❖ answering back
- ❖ name calling
- ❖ destruction of resources
- ❖ shouting out in class
- ❖ pushing, kicking, fighting
- ❖ Mobile phones in class

“A school that is proud”

SHARE Follow up

If behaviours occur which may affect the Health & Wellbeing of others, action will be taken as detailed below.

❖ Playground incidents will be dealt with by the playground staff initially. This information will be passed on to the class teacher and if it is deemed significant, the following action will be put into place:

1. A solution-oriented conversation will be help with the pupils involved.
2. The event may be recorded on the pastoral notes system and the Head Teacher notified.
3. The pupils may be provided with a delayed break, where they remain in school during regular break time and then are given their break when the other pupils return to class.

❖ In class incidents will be dealt with in the following way:

1. The class teacher will use the Zones of Regulation to help the pupil regulate their emotions and get them to an emotionally safe place to learn.
2. In the event of serious disruption in class, an alternative workspace may be provided.
3. Principal Teacher, Deputy Head Teacher or the Head Teacher involvement and a parental phone call / meeting.

If there are any acts of extreme violence / aggression or behaviour that has a racial element, the pupil will be immediately sent to the Principal Teacher, Deputy Head Teacher or the Head Teacher.

Initial support will be from within our school e.g. Support For Learning teacher input or pupil support assistant time. We may work on social stories or have a circle of friends. Following this we may include consultation with the Inclusion and Support Service, the Educational Psychology Service, the Social Work department or the School Nurse. It may be appropriate to call a Child's Planning meeting at this stage. This is a meeting where we invite other agencies to attend in order to support the child further.

In matters of serious indiscipline or when the above measures have been tried and failed, a decision to exclude a pupil may be considered. Moray Council Policies on Exclusion will be followed.

“A school that is proud”

PROMOTING POSITIVE BEHAVIOUR

As this policy is a work in progress, we will be reviewing our positive relational process over the remainder of this school year. This review will continue to take account of SHARE, DOJO / House points & ongoing discussions with pupils and staff.

STAFF ROLES AND RESPONSIBILITIES

All staff are responsible for ensuring high standards of behaviour in and around the school and should follow school procedures and guidance. All staff should be prepared to intervene and report incidents where necessary.

RESOURCES INCLUDE:

- Zones of Regulation
- Solution-orientation policy
- Health and Wellbeing resources
- RME Resources
- Resilience toolkit
- Playground Buddies
- Circle time resources
- Playground supervisors and support staff
- Inclusion Coordinator
- Playground resources
- Additional Support Needs library box of stories to promote tolerance and understanding of behaviour / medical conditions

“A school that is proud”

QUALITY IMPROVEMENT, MONITORING AND EVALUATION

The HT will monitor pastoral records kept of logged incidents, meetings with parents etc. to ensure that policy and procedures are followed and pupils' needs are being met and that outcomes for pupils are positive and solution oriented.

STAFF DEVELOPMENT

Staff development will be undertaken as appropriate and on request.

CONSULTATIONS

Senior Management Team

Teaching staff

Support Staff

Inclusion Project Coordinator

Following review period, feedback will be sought from Parent Council and Pupil Council.

Review Date:

February 2024

“A school that is proud”