

Balmalloch Primary School & Nursery Class



Positive Relationships & Positive Behaviour Policy

responsi **B**ility

gr**A**ttitude

BELIEVE IN YOURSELF

Hu**M**ility and forgiveness

persever**A**nce

Love

ACHIEVE YOUR GOALS

h**O**nesty and gener**O**sity

respe**C**t

friends**H**ip & family

A Place of Enthusiastic Learning and Achievement!

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Respectful Relationships and Behaviour Rationale

Balmalloch Primary School and Nursery Class is a Rights Respecting School which means that everyone puts the rights of the child at the heart of our school. All children have rights as detailed by the UNCRC (United Nations Convention on the Rights of the Child). Everyone in our school has the right:

- To feel safe, healthy and happy.
- To be treated with respect, dignity and equality.
- To learn or to teach, or to do their job.

A positive school ethos and culture is essential to developing good relationships and positive behaviour in the classroom, playground and wider community.

Our Respectful Relationships and Behaviour policy is designed to promote and maintain an ethos of mutual respect and trust underpinned by our school values. Praise and rewards are both important influences in motivating pupils and building self-esteem. Parents and carers are key partners in creating this positive and inclusive environment to help develop consistent messages.

Balmalloch Primary is a school of character and we place our school values at the centre of all we do.

Children know and understand behaviour that respects the rights of everyone in our school and are encouraged to choose behaviour that will help everyone around them. As a nurturing school, we understand that all behaviour is communication. Staff encourage children to reflect on their behaviour and will help them explore triggers, responses and regulation strategies. Staff will always aim to de-escalate or intervene at the earliest opportunity through use of restorative language, positive body language and clear boundaries. When required, teachers will use the following guidelines to support behaviour management.

A rights-respecting school not only teaches about children's rights but also models rights and respect in all its relationships: between teachers/ adults and pupils, between adults and between pupils. All staff are encouraged to use praise and re-enforcement of whole school and class charters to help pupils achieve their best work and respect the rights of everyone.

We recognise that some learners in our school may need a more individualised approach to help them build and maintain positive relationships with staff and peers and may require specific supports with emotional regulation and positive behaviours. We recognise the need for quiet spaces and times away from the

classroom at times to support individuals to refocus and regulate before successfully reintegrating with their class, making positive choices.

Our policy comprises 4 parts: Approach, Charters, Rewards/ Recognition and Supporting Behaviour.

The following procedures will enable our Respectful Relationships and Behaviour Policy to be implemented.

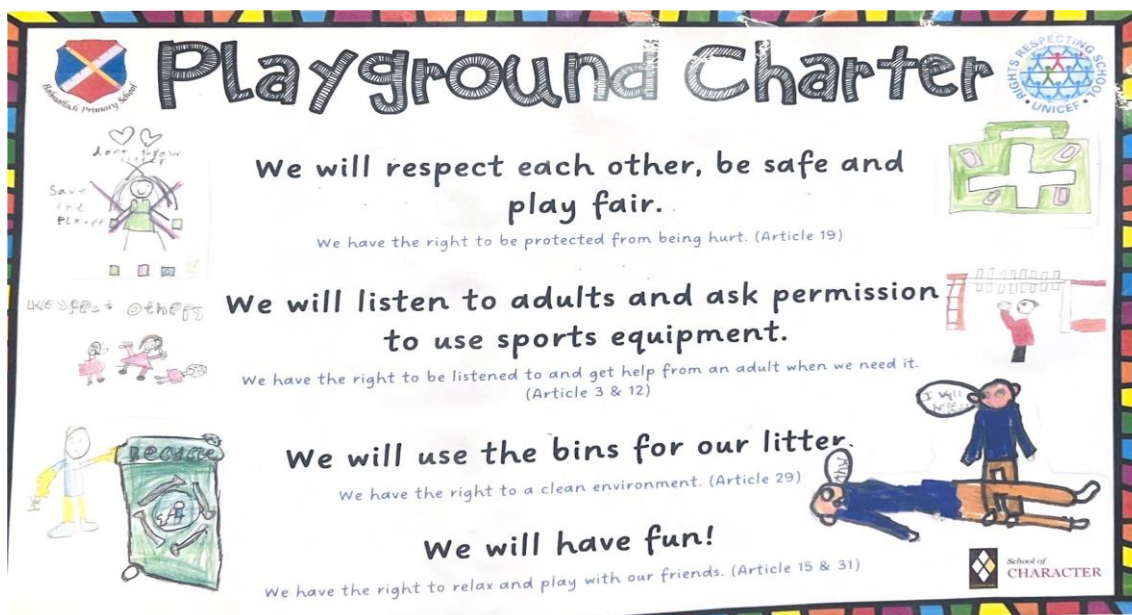
Approach

- All staff understand and demonstrate the school's core beliefs and values.
- School assemblies are used to teach and reflect on our school values.
- School House System is in place to build a sense of community and to embed school values.
- Class behaviour systems in place to recognise and reward individuals and groups
- We model and praise positive behaviours, including good manners and following of routines across the school day.
- We offer leadership roles for learners promoting a sense of responsibility (pupil voice groups, dinner hall assistants, P6 Buddies etc.).
- We promote the importance of positive mental health
- Ensure any interventions or consequences are timely, proportionate and followed-through
- All staff take into the whole child and consider all contributing factors to best support their wellbeing and restore relationships
- Parents/Carers are aware of and encouraged to support the school's positive behaviour ethos. SHANARRI Webs are shared with parents/carers each term through Pupil Progress Profile jotters reflecting the child's feelings in each of the indicators. SMT monitor these and support those children awarding themselves low scores.
- Children are encouraged to identify their own and others' strengths and to recognise and value diversity
- Each class has a charter, devised through discussion with children, which promote social and learning behaviours.
- There are clear systems, understood by all, for dealing with inappropriate behaviour

Whole School, Playground and Class Charters

Our charters are built upon our school's Vision, Values and Motto and the Rights of the Child as outlined in the United Nations Convention on the Rights of the Child. For example, Article 29 of the UNCRC:

"Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people."





Playground Charter






We will respect each other, be safe and play fair.
We have the right to be protected from being hurt. (Article 19)

We will listen to adults and ask permission to use sports equipment.
We have the right to be listened to and get help from an adult when we need it. (Article 3 & 12)


We will use the bins for our litter.
We have the right to a clean environment. (Article 29)

We will have fun!
We have the right to relax and play with our friends. (Article 15 & 31)

Logos:  

Illustrations:     

Text: *Save the Planet*, *Helpful + helpful*, *I will help*

Bottom right: 



Lunch hall Charter

We have the right to healthy food and clean water. (Article 24)

We will treat everyone with kindness and respect.
We have the right to meet with friends, relax and play. (Article 15 & 31)

We will move around the hall safely and use our indoor voices.
We have the right to be protected from being hurt. (Article 19)

We will clean up after ourselves and use the correct bins.
We have the right to a clean environment. (Article 29)

Logos:  

Illustrations:      

Text: *Thank you*

Bottom right: 

Class Charters

Class teachers will form their own Class Charters through discussion with the children during the first week of term. Once Class Charters have been agreed they should be displayed prominently in the classroom and a copy is shared with parents/ carers via the class newsletter. Charters should be stated from the positive and not the negative to give clear indication of good behaviour.

Rewards to Recognise and Encourage Positive Behaviours

- Good work is displayed on 'Wonderful Work Walls'.
- Positive verbal and written praise and feedback
- An 'Celebrating Success' wall displays recognised wider achievements in the wider community. These are celebrated at the whole school assembly and recorded on the school's database.
- Star Pupil award centred around school values, nominated by teacher for behaviour or work, is awarded every 2 weeks. Photographs of children are displayed in the reception area.
- House Points are awarded by all staff other than class teachers for demonstration of school values.
- The House Cup is awarded fortnightly at assembly and displayed with the associated house colour ribbon. The winning house is rewarded with an extra playtime and their photographs are displayed in the reception area.
- Twice annually the winning house is announced with a whole house reward
- HT/ DHT/ PT awards given for good work, manners or outstanding behaviour relating to the Four Capacities and School Values.
- Positive emails/ phone calls home
- Celebrating success and achievement through visits to SLMT and via school communication channels such as monthly newsletters and X account.

Supporting Behaviour in School

Following consultation with pupils, staff, parents and partners we have agreed the following staged intervention approach to responding to unacceptable behaviour.

Intervention	Actions	Staff Members
Stage 1 - Proximity, praise and redirection	<ul style="list-style-type: none"> • Praise surrounding positive behaviours • Non-verbal cues including hand signals, facial gestures and pictorial prompts • Adjust seating position • Remove or neutralise triggers where possible • Utilise strategies identified for individual child 	Class Teacher Support Staff
Stage 2- Reminder/ verbal warning	<ul style="list-style-type: none"> • Reminder of expectation • What expectation us not being met? Reference to class charter made. • The pupil will be aware they have received a verbal warning but this is not recorded 	Class Teacher Support Staff
Stage 3 - Cautions/ second warning	<ul style="list-style-type: none"> • Clear final verbal warning - calm and assertive delivery with reminder of expectation and choices • Recording of warning logged in teacher behaviour book 	Class Teacher Support Staff
Stage 4	<ul style="list-style-type: none"> • Class teacher should send completed Incident Referral Form to member of SLT if above steps have been unsuccessful. • Senior Leadership Response - completed form will then be returned to be filed in class behaviour folder. 	Class Teacher SLT Member

Any playground or dinner hall incidents should be reported by support staff to the class teacher and the above steps followed.

There may be exceptions to this behaviour process if a child has additional support needs, which may require an individual behaviour plan.

Extreme Behaviours

We differentiate between low-level negative behaviour and more serious incidents and regard the following as very serious misbehaviour and should be reported to SLMT immediately:

1. Deliberate and continued defiance
2. Verbal or physical abuse, including sexist, homophobic or racist remarks.
3. Deliberate damage to property.
4. Continued fighting when asked to stop.
5. Swearing or spitting at an adult.

Action to be taken:

1. An Incident Referral Form should be completed and sent to SLMT as soon as possible or in matters of dangerous behaviour SLMT should be called upon via walkie talkie.
2. SLMT will contact parent/carer to attend a meeting in school and agree on a plan of action, including follow-up meetings to discuss pupil progress.
3. Information will be recorded on the child's pastoral notes and/or incident reporting system - SEEMIS/ CIRIS.



Balmalloch Primary School

Incident Referral Form

Pupil: _____ **Date:** _____ **Time:** _____

Class: _____ **Member of Staff:** _____

Playground: Yes/No

Displayed Behaviour

Immediate Referral to SLT	Class Teacher – work through below actions	
Hurting another pupil (hitting, punching, kicking, slapping, biting)	Persistently not working	
Hurting staff member (hitting, punching, kicking, slapping, biting)	Persistent disruptive behaviour	
Running out of school	Refusing to follow adult instructions	
Bullying	Antagonising another pupil	
Racism	Unsafe/ dangerous behaviour	
Vandalism	Misuse of resources	
	Disrespectful behaviour towards adults	
Other:		
Did anything trigger this behaviour?		

Action(s) Taken by Teacher

Positive praise of peer behaviours	Restorative conversation	
Non-verbal cues	Brain/ movement break	
Adjusted seating position	Removal/ loss of privilege	
Reminder of expectations / class charter	Letter/ phone call to parent/carer	
1 st Verbal Warning	Conversation with child around supports	

2 nd Verbal Warning		Referral to SLT	
Quiet space to calm/ regulate		Letter of apology	
Personal target agreed		Additional responsibility given in class	

Senior Management and Leadership Response

Interview with the child		Restorative conversation	
Interview with the teacher		Phone call to Parent/ Carer	
Loss of playtime		Letter to Parent/ Carer	
Removal of other privilege(s)		Meeting with Parent/carer	
Referral to outside agency		Recorded on CIRIS/ Pastoral Notes	

SLT Signature: _____

Date: _____