



Auchenlodment Primary School and ELCC

Positive Relationships and Positive Behaviour Approach



Purpose

At Auchenlodment we strive to create a calm, caring environment that supports our children emotionally and educationally, allowing them to strive to be the best version of themselves. At Auchenlodment our priority is to promote positive relationships for our young people with all adults and peers. In doing so we are creating a learning environment which is nurturing, empathetic, safe and respectful.

Our Positive Relationship and Behaviour Approaches provides all adults involved with our young people to have a clear, consistent, calm approach to promoting positive behaviour while using our restorative practice approach when supporting children. (See appendix 1)

Aims

- To be clear, fair and consistent when managing behaviour, using our nurturing principles and values.
- To adopt strong, healthy relationships with everyone at Auchenlodment to maximise growth and development for all.
- To have our values underpin our ethos, relationships, environment and our community.
- To provide staff with the tools to support our young people to develop their resilience, de-escalation and co-regulation strategies.
- To provide our young people with tools to manage their behaviour and support others with their behaviour too.
- For all adults connected to Auchenlodment Primary School to role model the school values.

United Nations Convention on the Rights of the Child

Our positive behaviour approaches are based on:

- UNCRC Article 28 Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights.
- UNCRC 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.
- UNCRC Article 31 Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Our Vision and Values:

At Auchenlodment we have high expectations of all our young people and are committed to our values:

Successful Positive Active Respect Kind

As a result, we will have:

Successful children, staff and community

Positive relationships, choices and mindset

Active minds, bodies and learning

Respect at the centre of everything we do

Kindness towards ourselves, others, staff and our environment.

Positive Recognition and Strategies

We recognise and celebrate our positive relationships and behaviour through:

- Individual class rewards
- Values Certificates
- Positive Praise Cards
- House Points
- Wider Achievement Red Carpet Assemblies
- *We are Sparkling* display- pupil recognising peers who are displaying our school values
- Positive Reinforcement strategies
- Meet and Greet (daily check-ins)
- End of term rewards
- Tidy class of the Week
- Seesaw sharing successes
- Positive phone calls home
- End of Year Awards

We are also adopting a further reward, FUN 31 (which aligns with UNCRC Article 31.) This will take place on a Friday afternoon and will incorporate activities which have been discussed and identified by pupils within their class at the start of the week.

Supporting Positive Behaviour

At Auchenlodment we encourage positive behaviour to reflect our values. However, if a child is not responding to the positive reinforcement strategies used there needs to be clear, consistent consequences in relation to specific incidents to ensure clear boundaries. When supporting children, we adopt a restorative practice approach (see appendix 1)

When supporting young people with behaviour as an additional need, bespoke strategies, provisions and consequences will be detailed on their individual Child's Support Plan.

Consequences

- An appropriate action linked to the incident or value not shown-
For example, if work is not completed through failing to follow their class charter or expectations work may be sent home.
If vandalism occurs, we may ask for the child to be involved in tidying or repairing the damage.
- Reflection time-
For incidents of a more serious nature including swearing, violence, fighting, being disrespectful. There will be reflection time at break or lunch. Depending on the severity of the incident will determine the length of time.
- Repeat of inappropriate behaviour or accumulation of behaviours over a week-
Will lead to loss of FUN 31 time. At this time the young person will meet with a member of SMT to reflect and create an action plan for the following week.

Parental Involvement

We feel it is important for parents to be aware of repeated and or more serious incidents. We will communicate this through a phone call, informal meeting or a formal meeting.

Restorative Practice (Appendix 1)

Restorative Practice is a way of approaching conflict and repairing harm. It encourages everyone involved to understand what has happened following an incident and what can be done to make things better. It gives the person who has caused harm an opportunity to take responsibility for their behaviour and do what they can to repair any relationships. It gives the person who has been harmed an opportunity to explain how they feel and help the process of moving forward. It is a fair way of approaching conflict that focuses on cooperation, respect and a reduction in future harm.

Why do staff ask Restorative questions?

These are the Restorative questions that staff might ask following a disagreement or dispute in the playground or in class:

1. What has happened?
2. Who has been affected?
3. How do you feel and what do you think?
4. How can we make it right?

Restorative Practice is based on four *principles*:

RESPECT- listening and valuing others' thoughts, feelings and opinions

RESPONSIBILITY-taking responsibility for your own actions

REPAIR- discussing how to repair harm that has been caused to others

MOVING FORWARD- drawing a line under events and learning how to move forward positively.

By asking Restorative questions staff are helping all pupils in the school to act in a respectful way that meets the four Restorative principles and this can have positive results for the whole school.