

Respectful Relationships Policy



Version Control

Version 1 – October 2018	Original version
Version 2 – March 2025	Staged intervention levels update to reflect new practice Values and vision updated Tracking sheet updated

Review Dates

August 2020	Reviewed – no changes
August 2022	Reviewed – no changes
August 2024	Reviewed March 2025
August 2026	

Respectful Relationships Policy

Barassie Primary

Our Vision

At Barassie we aim to provide high quality experiences which allow children to:

GROW: We nurture all pupils as they progress through their journey at Barassie and beyond.

DREAM: We inspire and celebrate all, despite differences, in our positive and inclusive environment.

ACHIEVE: We support our pupils to be the best that they can be.

TOGETHER: We work collaboratively with children, staff families and our local community.

At Barassie Primary we believe that positive relationships in our school community lead to better learning and better behaviour and so we strive to ensure an ethos whereby everyone in the school community feels valued, included, respected and trusted.

Good behaviour is necessary in school to enable us to function smoothly and efficiently. We aim to provide a happy, caring, and secure environment for all the children in our care and expect children, parents, carers and staff to be tolerant, polite, courteous, and to show respect for others and their property.

Our Values

Our belief is that respectful relationships are based upon mutual trust, honesty, kindness, consideration and fairness, bringing out the best in those involved. Our values are:

- Ambition
- Creativity
- Honesty
- Kindness
- Respect



Rights Respecting School

At Barassie Primary, we believe respectful behaviour is an important feature of a Rights Respecting School.

Adults within our school community, including staff, parents and carers have a responsibility to protect and safeguard children from bullying behaviour. In a similar way, children also have responsibilities:

If children have a right to be educated, then they have the obligation to learn as much as their capabilities allow, and where possible, share their knowledge and experience with others.

If all children have the right to a full life, then they should also lend help to the needy, the disadvantaged and the victims of discrimination to allow them to enjoy this right.

If it is every child's right to be protected from conflict, cruelty, exploitation and neglect then children also have a responsibility not to inflict bullying behaviour on others or harm each other.

Purpose

The purpose of this policy is to support the development of respectful relationships and attachments, positive behaviour, self-regulation and respect across our school community.

How we promote respectful relationships

At Barassie Primary, we believe that a positive school ethos is key to promoting positive behaviours and learning. We have clear expectations of what constitutes acceptable behaviour and use a range of effective strategies to promote and value these positive behaviours:

- We use the Nurture Approach as a framework for improving relationships, focussing on the 6 Nurture Principles of:
 1. *The environment offers a safe base.*
 2. *Children's learning is understood developmentally.*
 3. *Nurture is vital for the development of self-esteem*
 4. *All behaviour is a form of communication*
 5. *Language is vital means of communications*
 6. *The importance of transition in children's lives is understood.*

Further information on the 6 Nurture Principles can be found by clicking [here](#).

- We are a Rights Respecting School and have a School Charter based on the UNCRC and have simplified our school rules to:

Ready, Respectful and Safe

- We have school wide systems for promoting positive behaviours:
 - ☺ Celebration Assemblies
 - ☺ Board of Recognition
 - ☺ Displaying work
 - ☺ Showing work to another teacher and to the Head Teacher
 - ☺ Certificates
 - ☺ Hot Chocolate Friday
 - ☺ House Points; children are allocated when starting BPS to either Burns, Fleming, McAdam and Boswell
 - ☺ Good news phone calls home
 - ☺ Happy postcards home to parents
- In every class, a Class Charter is negotiated between teachers and pupils at the beginning of each session. These are then put on display and monitored and reviewed by the pupils.
- Staff develop their own class incentives for promoting and rewarding positive behaviour, using, for example, praise, non-verbal rewards such as a thumbs up sign or a smile, group points, stickers, house points, giving special responsibilities etc. and actively 'teaching' the behaviours they are promoting.
- We see pupil participation as vital in maintaining a positive ethos and this is ensured through regular Circle Times, Pupil Council, Learning Journey and making time to listen to children. Pupils are also involved in the promoting positive behaviour process through:
 - Additional support
 - Flexible curriculum
 - Playtime and lunchtime supportive arrangements
 - Peer Mediation – to be developed
 - Buddies
 - Lunch Hall Supervisors
 - Trolley Monitors
 - Litter Pickers
 - Wet Weather Monitors
- We offer support groups for our pupils including:
 - Lunch time clubs
 - Zones of regulation
 - Seasons for Growth
 - Social Skills Group
 - Active Schools Coordinator – Lunchtime activities
- We have agreed a Playground Code of Conduct:
 - Lunch time clubs
 - Use the grass access to go onto the field only

- Respect everyone
 - Use play equipment respectfully
 - Respect rules of each area
 - No lollipops
 - Talk to an adult when you have a problem
 - Respect the bells
 - Stay in specified playgrounds
- We promote positive behaviour in by:
 - Greeting children as they come to class from the playground ensuring they are ready to listen and learn
 - Recognise those who go above and beyond – Head Teacher Award, board of recognition, postcard home

How we respond to unacceptable behaviour

At Barassie Primary, we have developed the skill set of our staff in responding and de-escalation techniques. This allows us to take an 'early intervention' approach in supporting our children in regulating their own behaviours.

We believe that a child's behaviour has meaning. We encourage staff to ask these key questions:

- What is happening here?
- What are the possible triggers?
- What need is this behaviour communicating?
- What can be done to meet this need?
- What might be contributing to this behaviour?

Staff may use the Behaviour Environment Checklist to assess any possible environmental factors contributing to the behaviours.

Our early intervention strategies also include:

- ✓ Reminding children of the expectations and the need to be Ready, Respectful and Safe,
- ✓ Presenting a calm, controlled response
- ✓ Lowering voice, tone, pitch and tempo
- ✓ Maintaining positive / neutral body language
- ✓ Being aware of non-verbal communication
- ✓ Keeping interactions short
- ✓ Asking simple, open-ended questions
- ✓ Giving rule reminders
- ✓ Stating what the child is expected to do
- ✓ Listening to the child and acknowledging feelings
- ✓ Showing empathy, not anger
- ✓ Using 'scripted' language e.g. 'I can see you're looking ...I'm wondering if that's because...'
- ✓ Using the cycle of Goal, Predict, Plan, Do, Review
- ✓ Offering limited choices
- ✓ Check in with a member of the leadership team

Our planned interventions for more challenging situations can be found in Appendix 2
Teachers should keep a record of warnings given out. There should be consistency of practice at each stage.

Behaviour Tracking Sheet Class: _____ Week beginning: _____

2 verbal warnings to be given before tracking yellow	Mon	Tue	Wed	Thu	Fri	Action (Highlight to show)
Pupil	Y O P	Y O P	Y O P	Y O P	Y O P	Yellow 3 in a week = 5 mins off Orange = 10 mins off next play/lunch Purple = Refer to SLT for purple reflection sheet, SLT contact parent/carer and relevant consequence given
						✓ L1 or email Message & 5 minutes reflection at play/lunchtime ✓ L1 or email Message & 10 mins reflection at play/lunchtime ✓ Referred to SLT for purple sheet to be issued, contact parent and consequence given for persistent behaviour following warnings or one-off previous incident
						✓ L1 or email Message & 5 minutes reflection at play/lunchtime ✓ L1 or email Message & 10 mins reflection at play/lunchtime ✓ Referred to SLT for purple sheet to be issued, contact parent and consequence given for persistent behaviour following warnings or one-off previous incident
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On occasions, a more individualised response may be needed. The steps below outline our approach to more serious behaviour incidents:

- Staff use the strategies planned in an 'Individual Positive Behaviour Plan', if it is in place for that pupil – this will have been agreed with carers, staff and pupils
- Staff can call for SLT support for a short and supportive intervention which may include discussions with individual pupils or covering the class to allow the teacher to resolve the situation.
- Staff complete a Behaviour Tracking Sheet and pass to the SLT
- Staff and young person meet to have a restorative conversation and complete the 'Reflection sheet'
- Parents are contacted to be involved in the reflection process

Staged Intervention Process

Any child who is repeatedly required to fill in the Reflection Sheet will be supported through the Staged Intervention Process with strategies and interventions specific to the needs of the child.

Stage 1 Teacher implemented Strategies

Stage 2 Additional Teacher Input eg Pupil Support Teacher, Nurture, boost groups

Stage 3 Intervention managed within the school

Stage 4 Involvement of other agencies

Consequences (Sanctions) for unwanted behaviour:

- All incidents should have a clear reflection process. The purple reflection sheet will be sent home for signing as per the Policy, but the same reflection process can be used for any incident.

- Being spoken to by a member of the management team/ check in with member of the management team
- Parents informed and involved in conversation and consequences – sign reflection sheet
- Consequence related to the misdemeanour, such as:
 - Inappropriate ICT search – ban from ICT for a period of time
 - Inappropriate play at playtime- miss part, whole or number of playtimes
 - Aggressive / abusive language in class – removal from class to work for a period of time
 - Physical violence – privileges removed, opportunities closed down eg leave by front door, removal from class/ playground
 - Work with campus police officer and other agencies as appropriate

This Policy is reflected in the Positive Behaviour for Learning Document attached.