

Colmonell Primary School



Relationship Policy



June 2019

Review date: June 2022

Colmonell Primary is a Rights Respecting School. We work together to learn about and respect children's rights both locally and globally. Our Relationship policy reflects the following articles from the UNCRC:

19

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.



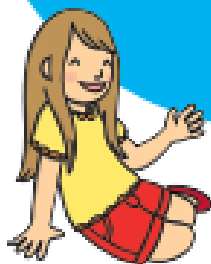
37

No child shall be tortured or suffer other cruel treatment or punishment. A child should be arrested or put in prison only as a last resort and then for the shortest possible time. Children must not be in a prison with adults. Children who are locked up must be able to keep in contact with their family.



12

Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.



42

Governments should make the Convention known to children and adults.



Relationship Policy

Rationale

Promoting responsible behaviour within the school environment is vitally important if effective learning and teaching is to take place. Relationships between pupils, teachers, other members of staff and visitors in school are based on mutual consideration, co-operation, trust and respect. Our school aims to provide a safe, caring and focused environment in which pupils, adults and visitors to the school can work in a positive, happy atmosphere where everyone is valued for their efforts and achievements. We are concerned not only with the academic development of our pupils but also with their emotional, personal and social development. We encourage pupils to have high expectations in all aspects of their school life, both in and out of school, including behaviour, to enable them to live together with others in communities - locally and globally.

Our School Values

Respect

Responsible

Honesty

Safe

Happy

Hard Working (Ballantrae)

Encouraging (Colmonell)

Aims

1. To enable our children to become Responsible Citizens who respect others and who can make informed choices and decisions.
2. To enable our children to become Successful Learners who are enthusiastic and motivated to learn and are determined to reach high standards or achievement.
3. To enable our children to become Effective Contributors who show resilience and who can work in partnerships and in teams.
4. To enable our children to become Confident Individuals who have self-respect and secure values and beliefs and who can relate to others, manage themselves, are self-aware and are able to assess risk and make informed decisions.

Key Principles

The key principles which support the promotion of a positive learning environment are:

- **Purpose of Education**

The experiences children gain throughout their education must provide them with the life skills required to equip them to participate safely, purposefully and positively in an increasingly complex world.

- **Effective Learning and Teaching**

Effective learning and teaching is much easier to achieve where a positive ethos and good discipline prevail. Behaviour management cannot be separated from policy on learning and teaching.

- **Entitlement to Education**

All children are entitled to permanent, full time education of the highest quality which enables them to develop as individuals and gain skills, knowledge and understanding in an inclusive environment.

- **Encouraging Responsible Behaviour**

Schools should promote appreciation and encouragement of the positive contributions of both staff and pupils as an effective way of building motivation, confidence and a sense of responsibility.

- **Equality and Respect**

All members of the school community are of equal worth and are entitled to respect. There is no place for discrimination based on race, ethnic origin, religion, gender, sexual orientation, disability, social group or any other grounds.

- **Inclusion**

Children who are part of an educational community and are subject to high expectations of participation, achievement, commitment and personal conduct are more likely to have better long-term opportunities in society as they grow older. They are more likely to continue within the education process, gain purposeful employment and avoid patterns of crime.

- **Participation and Citizenship**

Participation in decision making by staff, pupils, parents/carers and wider community contributes to the successful promotion of responsible behaviour.

- **Partnership Working**

In order to meet the needs of all children, partnership working involving pupils, staff, parents/carers, other agencies, professional and wider community essential.

Behaviour Management in School

A small number of children have specific behavioural problems which are medical or psychological in origin. However, behaviour problems may have their roots in the social and economic challenges faced by families and communities, and sometimes in the way learning and teaching is organised. Frequently behaviour problems have a variety of causes. Whatever the problems are, they are a barrier to learning and teaching and they must be addressed for the benefit of our young people and society as a whole.

Refer to: Anti-Bullying Policy

Additional Support Needs Policy

Promoting Better Discipline

Some challenges are more difficult to overcome than others. There are steps that Colmonell and Ballantrae Primary are taking to promote more responsible behaviour and therefore improve the conditions for effective learning and teaching to take place. Some measures which can be taken are quick fix and can be accomplished reasonably quickly. Others depend on the ethos and culture of the school as a learning community. A positive ethos needs to be nurtured and developed over time to bring lasting benefits. The sensitive use of praise and reward systems as part of a strategy to develop a positive ethos can bring improvements.

Involving Pupils and Parents

If people are to engage with improvement strategies, they must feel a sense of ownership as a result of having had a hand in forming them. Ballantrae and Colmonell Primary Schools strive to involve children and their parent/carers in decision making about aspects of school life. This means heightening awareness of Children's rights and how to ensure that children can access these.

Refer to: Rights Respecting Schools Policy

Supporting Pupils in School

Most children go through school without experiencing any major difficulties. However, some find the experience more challenging than others. With appropriate support it is possible to engage pupils in learning and teaching which is appropriate to their needs at that time and also prepares them for later life.

Supporting pupils takes many forms. In some cases it is possible to achieve it by finding alternative ways of working within a mainstream class. From time to time it may be appropriate to establish small group work or one-to-one support.

Occasionally it may be necessary to consider alternative provision for children who display particularly challenging behaviour.

Certain groups of children are more vulnerable than others. It is important to take all necessary steps to ensure that barriers to learning are removed where possible and that social disadvantage is not reinforced by educational disadvantage.

Refer to: **Anti-bullying Policy**
Additional Support Needs Policy
Equality Policy

Multidisciplinary Working

It is very rare to find that children who are experiencing problems in school are doing so as a result of a single issue. It is usually the case that they are having problems in a number of areas in their lives. Accordingly it is important that professionals with a range of different expertise are involved in assessing and supporting the needs of children and their families. It is crucial, however, that the approach to multidisciplinary working is well co-ordinated and managed.

Refer to: **Additional Support Needs Policy**
Supporting Children's Learning - code of Practice 2010

Working with Staff

Staff demonstrate on a daily basis their professionalism and commitment to working with children who display social, emotional or behavioural difficulties. It is important that all teachers within the profession feel confident, well prepared and supported in carrying out this challenging work. This is equally important for all other staff.

In order to achieve this staff must be fully involved in making key decisions relating to the formulation and implementation of school policies. They also require access to career long professional learning opportunities which not only enhance their professional confidence, but also provide opportunities for accreditation through recognised career development pathways.

Conclusions

There are no easy solutions or quick fixes. Improvement requires sustained effort and commitment over a considerable period of time by a wide range of parties who have a direct interest in the education of children, all of which have definite resource implications. The following key themes require to be addressed through our school policies:-

- a) **Effective vision and leadership**
- b) **High quality learning and teaching**
- c) **Participation in decision making by pupils, teachers, parents/carers**
- d) **Consistency in the implementation and application of agreed policies**
- e) **The development of holistic support through multidisciplinary approaches**
- f) **The importance of teachers having and sharing high expectations with children**
- g) **Ensuring staff who have the responsibility for the care and welfare of children are given the time and resources to do this effectively**

Advice for Staff

The personal and social development of all pupils is the responsibility of every member of staff connected with the school - teachers, support staff and those agencies involved in the welfare of our pupils. This needs to be a consistent team effort rather than an individual approach.

As pupils spend most of their day in the classroom, it is essential that the school provides a curriculum that is appropriate to the aptitudes, interests and abilities of all children. The content of the lessons, designed to meet the needs of the individual child, should also stimulate and involve them in the active participation both in and out of the classroom.

Teaching styles should provide a variety of approaches: individual, pairs, group and class lessons. The work offered to the children should also have a balance of written work and practical activities as well as discussion and interaction with the teacher and others.

Staff attitudes are of prime importance; the work and effort of the child should be valued and appreciated. Acceptable work and successful contributions must be recognised. The staff, however, should always be prepared to accept work which reflects the developmental stage of the child. This in turn should encourage enthusiasm and responsible behaviour on the part of the pupil.

The relationship between the pupils and all staff must be one based on mutual respect, acceptable forms of behaviour, justice, and equity of opportunity and treatment. These attitudes can influence pupils positively by encouraging confidence in learning and enthusiasm or alternatively causing negative or passive reactions.

Pupils should be encouraged to be part of the decision making process which will lead to a sense of responsibility and willingness to participate in most activities and in the care of the school environment.

All staff must be prepared to take responsibility for dealing with any discipline problems they may encounter throughout the school and thus contribute to the strengthening of whole school behaviour. Many problems that could be 'nipped in the bud' occurring outside the classroom, can often spill into the classroom and become more serious or more difficult to deal with.

Every member of staff has to deal with pupil misbehaviour effectively. It should always be remembered that there may be a reason for a pupil to act in a certain way, which has nothing to do with school. We must be mindful of the children's home background and be aware of any situation or crisis which may be affecting a child at a particular time. Children should be treated fairly and consistently. Staff should be prepared to seek assistance from colleagues or the Head Teacher without feeling any sense of failure.

When misbehaviour occurs, clear action needs to be taken. Consequences are more effective when they are; correctly targeted, fair and consistent, used sparingly.

Examples of consequences:

Verbal Warning

Quiet word to individual or group

Time for Reflection sheet

Discussion with parents/carers of school's concern

Pupils are not normally prevented from taking part in curricular activities unless the safety of themselves or other pupils is involved.

For gross acts of indiscipline, it may be appropriate to inform the parents immediately.

If all else fails and exclusion from the school is warranted, the Head Teacher will then follow the procedures outlined in Standard Circular 8.

Responsibility of Teaching Staff

As stated previously class teachers have a very significant part to play in creating the climate of the classroom and school. Their attitudes and behaviour will have a profound influence on behaviour. Recognition of the many complex factors leading to disruptive behaviour is of prime importance as these must be considered carefully in the assessment of problems. These factors include:

- Content and management of the curriculum
- Additional support needs
- Classroom organisation
- Teaching methods
- Teacher attitude
- Social background and school values
- Parental attitudes
- Physical and emotional difficulties

There is no simple answer to the solution of behaviour problems, but at classroom level the teacher can evaluate his/her own practice.

Assertive Discipline

At Colmonell and Ballantrae Primary schools we have adopted Lee Canter's Assertive Discipline approach.

Assertive Discipline has been a highly regarded classroom behaviour management programme for a number of years. The focus of Assertive Discipline is on teaching pupils responsible behaviour. It is a proactive and preventative approach and allows teachers to go beyond establishing basic discipline in their classes to creating learning environments in which pupils learn to choose appropriate, responsible behaviour.

'No pupil should prevent a teacher from teaching or keep another pupil from learning!'

'Low level misbehaviour interferes with learning and teaching.'

'The need to deal constantly with noisy, disorderly, discourteous behaviour and occasionally serious confrontation with defiant behaviour is wearing!'

Teachers fall into three categories:

Assertive

Non Assertive

Aggressive

Assertive teachers believe that a firm, teacher in charge classroom is in the best interests of pupils. They build positive, trusting relationships with their pupils and teach appropriate classroom behaviour via direct instruction, describing, modelling, practicing, reviewing, encouraging and rewarding. They are demanding, yet warm in their interaction; supportive of the children, and respectful in tone and mannerisms when addressing misbehaviour. Assertive teachers listen carefully to what their pupils have to say, speak politely to them, and treat everyone fairly...although not necessarily equally!

How do we do this?

Class Charters!

Positive Recognition!

Negative Consequences!

Positive Recognition

Whole School - All Staff

Non Verbal - Thumbs up, nod etc.

Verbal - Spoken praise: well done etc.

House points based on 3 Visible Consistencies (decided by pupils and staff based on schools' needs)

Reach for the stars - individual certificates to recognise achievement and success, responsibility, contribution and confidence.

Ideas for Class Management (at class teacher's own discretion)

Pupil of the week/day

Secret Pupil

Recognition of *attainment and achievement* in class. Certificates home. (Class Teacher)

Stickers: Issue when children use manners, improved work, attitude to work (Class Teachers, Head Teacher, Classroom Assistant)

Class Reward Systems e.g. marbles in a jar or Mr Potato Head

Consequences

LOW LEVEL BEHAVIOUR:

1st WARNING - verbal; explicitly stated why behaviour is unacceptable.

Teacher record on tracking sheet (not on display)

2nd WARNING - verbal; explicitly stated why behaviour is unacceptable, reiterate that this will be the final warning.

Teacher records on tracking sheet (not on display)

3rd WARNING - "Time for reflection" sheet issued and to be completed by member of staff who dealt with behaviour/pupil and parent

Completing a Time for Reflection Sheet:

- Member of staff to complete first section (4 boxes) with children in P1-4, sent home, and return to Class Teacher
- Member of staff to support children in P5-7 to complete first section (4 boxes) in school, to be sent home and then return to class teacher

Should 3 or more Reflection Sheets in one week be issued then follow procedure for Zero-Tolerance (see below)

ZERO TOLERANCE BEHAVIOURS

Some actions are zero tolerance and these require immediate action.

These are:

- swearing/ verbal aggression towards others
- physical aggression towards others
- deliberate vandalism of school property or others' belongings
- refusal to follow instructions which prevent risk to yourself and others

Whilst the above attempt to address serious issues, there are occasions where an individual approach has to be taken.

Zero tolerance behaviours will result in Reflection Time which involves spending time indoors for one break-time and one lunch-time where a restorative discussion will be had with a member of staff to reflect on the impact of their behaviour.

A "Time for Reflection" sheet (see procedure above) will also be issued.

Should 3 zero tolerance behaviours occur within a term, a meeting with the Head teacher to be arranged to discuss matters further.

Time for Reflection

unicef
UNITED KINGDOM



RIGHTS
RESPECTING
SCHOOLS

Our school is a Rights Respecting School. We work together to ensure that all children have access to their rights:

Article 19 - You have the right to be protected from being hurt and mistreated, in body or mind.

Article 37 - No one is allowed to punish you in a cruel or harmful way.

Article 42 - You have the right to know your rights. Adults should know about these rights and help you to learn about them to.

What did I do and why is it inappropriate?

How did my behaviour make others feel?

How does this behaviour make me feel now?

What will I do next time?

Parent's Comment _____

Pupil's Signature _____ Parent's Signature _____

15

Issued by _____

Teacher's Signature _____ Date _____