



Respectful Relationships - Parent/Carer Information Leaflet

“Children and young people should feel happy, safe, respected and included in the school environment and all staff should be proactive in promoting positive behaviour in the classroom, playground and the wider school community.” (Curriculum for Excellence, Health and Wellbeing Across Learning document – also in all Articles of the UNCRC).

This rationale is the grounding for our revised behaviour policy in Monkton Primary School and EYC. The policy is known as our **Respectful Relationships Policy** which has been implemented and reviewed over the past few years.

We aim:

- To create an environment which promotes and reinforces positive behaviour.
- To develop and maintain the values of honesty, compassion, responsibility, respect and equality.
- To define acceptable and appropriate standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

All classes will set and agree **Class Charters** at the beginning of each session. These will be shared with parents/carers. A class charter is a set of rules, promises or guidelines that children and teachers have all agreed on for the classroom. Class charters are created to help children understand that they have rights, and also to develop their own sense of responsibilities. The Rights Respecting Schools committee sets and agrees whole school, dinner hall, playground and sports hall charters.

Each child in P1-7 will be allocated a house – either Stewart, Bruce, Wallace or Douglas. They will get a sticker at the front of their homework diary with their house details on it.

Rewards are an important way of recognising respectful behaviour in Monkton Primary School & EYC.

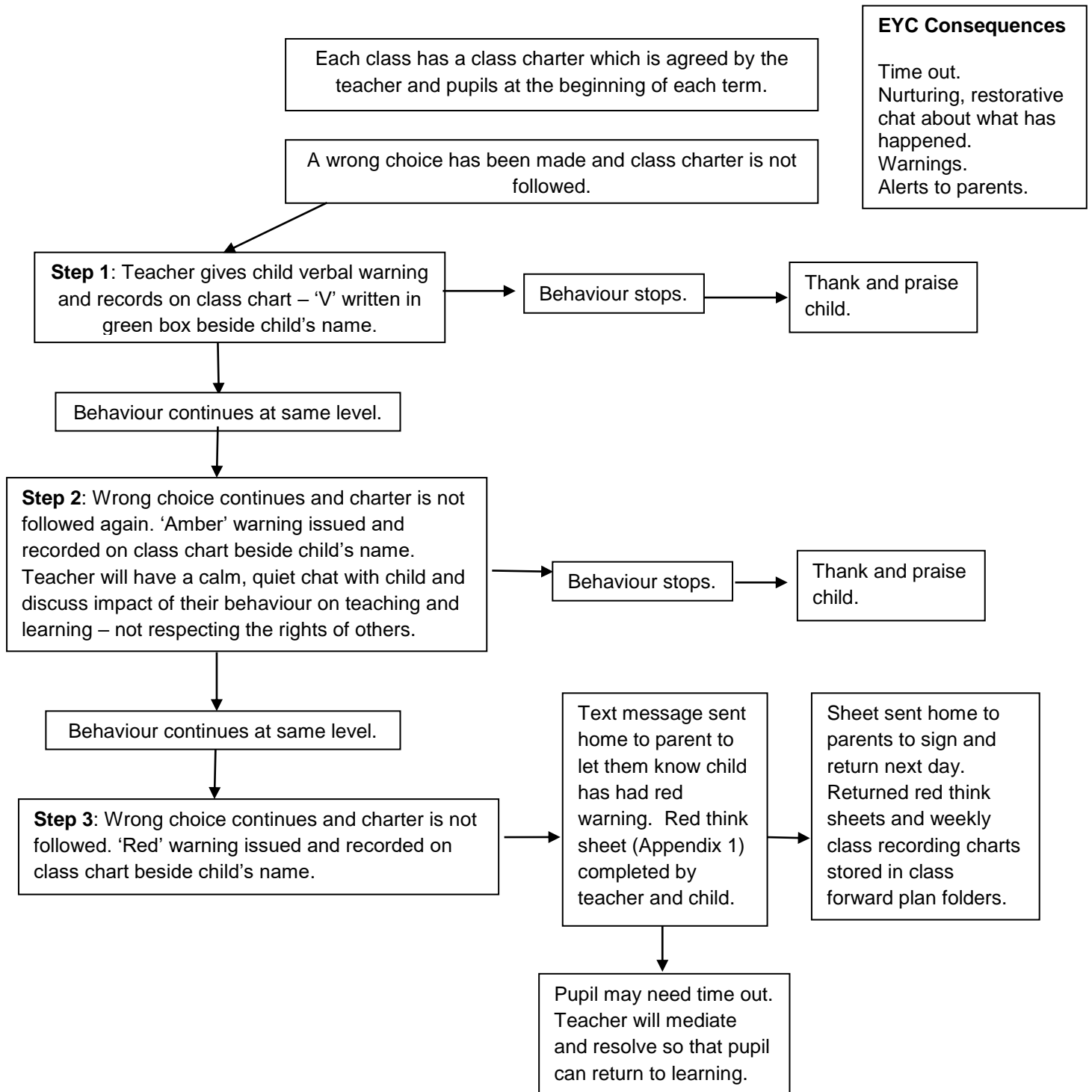
Early Years Centre rewards include:

- ✓ Verbal and non-verbal praise.
- ✓ Stickers / certificates.
- ✓ Star of the week
- ✓ Hot Chocolate Friday – a hot chocolate pack, a certificate and sticker which will be handed out at assembly on a Friday morning.
- ✓ Proud cloud – celebrating individual achievements.

P1-7 rewards include:

- ✓ Verbal and non-verbal praise.
- ✓ Stickers / certificates.
- ✓ Class Charter sticker – this will be stuck in the Homework Diary each week for all pupils who have not been on the class warning chart that week.
- ✓ A termly class treat will be identified by pupils and the class teacher at the beginning of each term and pupils will ‘earn’ this reward throughout the term by following the class charter. Such treats may include – a movie afternoon, pyjama party, class trip to the park, outing to the woods, picnic etc. Pupils who have had three or more red warnings that term will not have earned this treat.
- ✓ Hot Chocolate Friday – a hot chocolate pack, a certificate and sticker which will be handed out at assembly on a Friday morning. Two pupils who have not been on the class warning chart that week, per class, will be invited to this. Teachers will keep a record of this to ensure fairness.
- ✓ The end of year house treats (e.g. pizza party, disco) will be earned by the winning house which has gathered the most house points throughout the school year. House points will be awarded at house events (e.g. quiz) and will also be given for ‘extraordinary’ behaviours and to those pupils going ‘over and above’ in their actions. When a house point is earned, the pupil will be issued with a coloured counter which they will put in the relevant collector tube which is displayed outside the dining hall. The counters will be counted at the end of each year to find out which house wins. Any pupil who has had five or more red warnings that year will not have earned the house treat.

Consequences inside the **School and Classroom** (P1-7)



EYC Consequences

Time out.
Nurturing, restorative chat about what has happened.
Warnings.
Alerts to parents.

If high level incident occurs e.g. physical fight, go straight to step 3 and Senior Leadership Team (HT or DHT) informed.

- Amber warning 3 or more times in a week = red warning with text home and think sheet.
- In P5-7, a red warning will be given to pupils who do not bring their Homework Diary in on a regular basis as this is an independent, organisational skill that pupils need to learn for moving to secondary education. This is also to allow homework to be issued and the class charter sticker to be stuck in on a Friday if the child has not been on the class warning chart that week.
- If a pupil receives 3 or more red warnings in a term, then they will not have earned their class treat.
- If a pupil has 5 or more red warnings in a year, then they have not earned their house treat.
- Each month the HT and DHT will gather and analyse to identify any trends or patterns and try to address any issues or inconsistencies with the implementation of the policy.

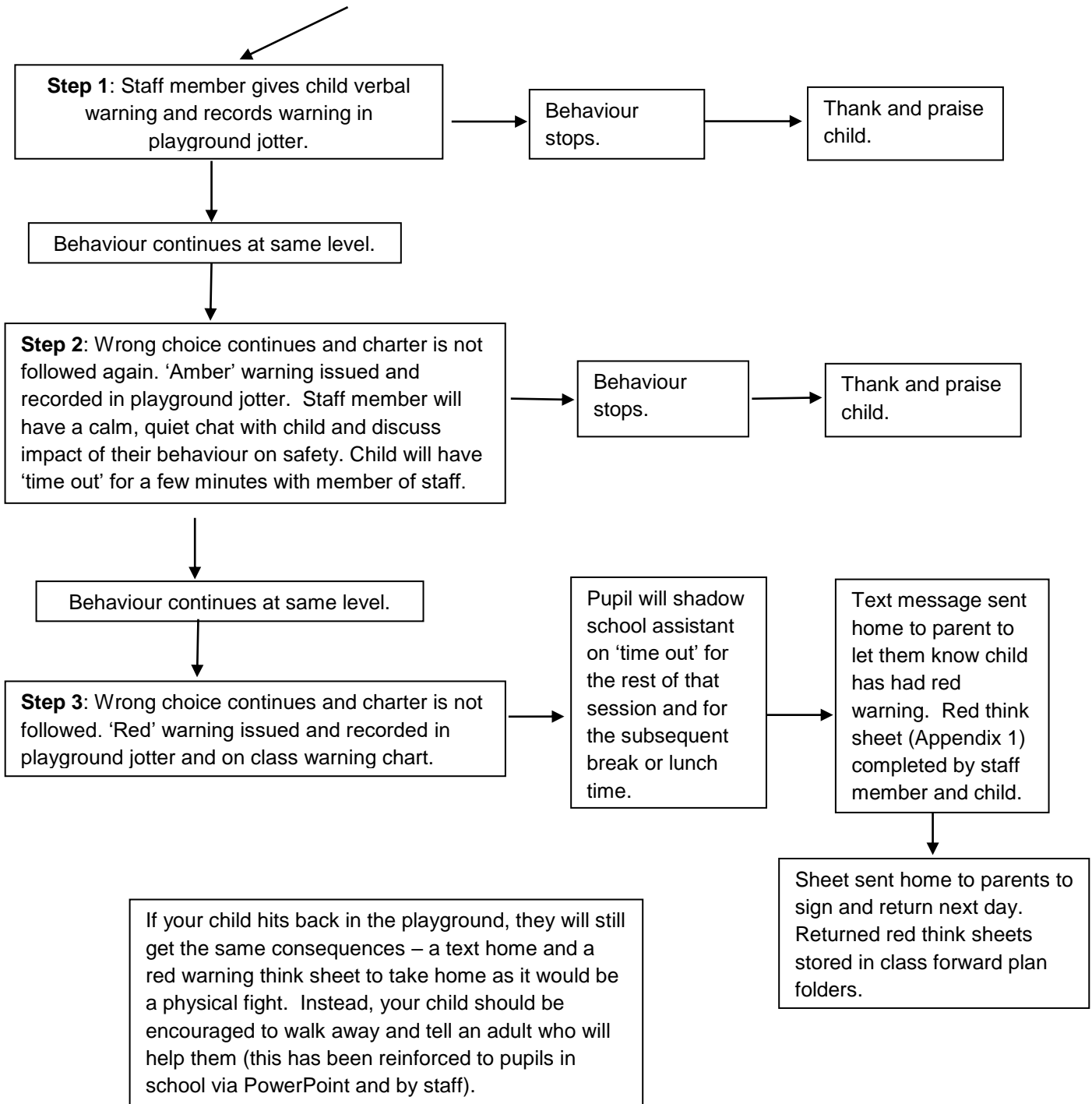
Consequences in the Playground (P1-7)

EYC Consequences

Time out.
Nurturing, restorative chat about what has happened.
Warnings.
Alerts to parents.

The playground has a charter which is agreed by the Rights Respecting Schools committee and shared with all pupils at the beginning of each school session.

A wrong choice has been made and playground charter is not followed.



If a high level incident occurs e.g. physical fight, go straight to step 3 and Senior Leadership Team (HT or DHT) informed.

- Amber warning 3 or more times in a week = red warning with text home and think sheet.
- Each month the HT and DHT will gather and analyse to identify any trends or patterns and try to address any issues or inconsistencies with the implementation of the policy.
- Serious incidents or repeat red warnings will result in pupil spending time inside at break / lunch times. Parents will be informed if this is the case.

Monkton Primary School and EYC

Red Warning Think Sheet

Your child _____ has been given a red warning for

in the classroom / school / playground (delete as appropriate).

Staff signature: _____ Date: _____

Child's reflection

- 1) What happened?
- 2) What were you thinking?
- 3) How did you feel?
- 4) Who else has been affected?
- 5) What do you need to do?

Please discuss the reason for the red warning with your child and return this signed slip to your school.

Parent / carer signature: _____ Date: _____

Restorative Practice:

All staff within Monkton Primary School and EYC will use the following five key questions with pupils:

- 1) What happened?
- 2) What were you thinking?
- 3) How did you feel?
- 4) Who else has been affected?
- 5) What do you need to do?



Restorative approaches include looking at core skills such as listening, empathy, fair processes and being solution orientated. The child will have their chance to tell their side of the story to the adult and explain their thought process behind the action, and plan their next step with the adult. Staff at Monkton will use this approach with pupils if a situation arises and use alongside the warning system.

Our Respectful Relationships policy links closely with our **Anti-bullying Policy**.

At Monkton Primary School and Early Years Centre we will never view bullying as acceptable and a normal part of growing up. It does not build character – trust, acceptance, consistency and safety amongst many other things build character.

****The Respectful Relationships and Anti-Bullying policies can be found on the school website.****

