



Monkton Primary School and Early Years Centre

Relationships and Behaviour Policy

Information for Parent / Carers

"Relationships across the school community are very positive and supportive, founded on a climate of mutual respect within a strong sense of community, shared values and high expectations. All staff and partners are proactive in promoting positive relationships in the classroom, playground and wider learning community." "How Good Is Our School? 4th Edition", Quality Indicator 3.1, Level 5 Illustration

This rationale is the basis of our revised relationships and behaviour policy in Monkton Primary School and EYC. This policy is an update from the 'Respectful Relationships' policy that we used over the last few years following consultation with pupils, parents and staff and also taking into account local and national guidelines.

Aims

- To develop and maintain the values of honesty, compassion, responsibility, respect and equity.
- To promote positive relationships and develop skills for successful relationships using restorative and solution orientated approaches.
- To ensure that there is a consistent and nurturing approach throughout Monkton PS and EYC.
- To ensure staff, pupils and parents/carers understand relationship-based practice.
- To promote the partnership of both home and school in the implementing this policy.

Planned Approaches

In Monkton Primary School and Early Years Centre, members of staff have consistent, high expectations in order to promote learner engagement and positive behaviour in and around the school. We understand the importance of recognising the needs of individuals, identifying barriers to learning and implementing support.

Staff at Monkton PS and EYC have been trained in nurturing approaches, attachment theory and are aware of Adverse Childhood Experiences. Staff understand that "all behaviour is communication" and consider why a learner is displaying certain behaviour and if there is an underlying issue that could be contributing to/causing the behaviour.

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.

Recognition of Effort and Positive Behaviour

Positive feedback is an example of a natural consequence that supports the development of intrinsic motivation, which means we carry out a behaviour for our own satisfaction, rather than for a consequence or perceived reward. Merits can be awarded for many reasons, including demonstrating our school values.

The following merits are used across Monkton PS and EYC: -

- Verbal praise
- Stickers
- Teacher certificate/praise pad
- Positive feedback shared with parents
- Instagram – 2 posts per week (P1-7)
- Steps to success balloons and prize box (EYC)
- House tokens (P1-7)

- Termly winning house treat
- Achievement display
- Head Teacher certificate
- Accelerated Reading Quiz Recognition
- Recognition board at assembly
- Values based certificates (no set amount - class teacher selects & writes certificate then Head Teacher/Depute Head Teacher share at assembly)

Consequences and Reporting Concerns

Consequences follow on naturally from behaviour and can be positive or negative. Negative consequences are not threats. Concerns may include lack of engagement in learning, wellbeing issues and behaviour that does not meet class charter expectations. All concerns are recorded and it may be necessary to inform parents/carers of the concerns in order to work with them to co-ordinate support for their child.

Restorative Practice

All staff within Monkton Primary School and EYC should 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 consequence with the adult.

The intention behind applying a consequence should always be to help a learner understand the impact their behaviour has on their own and others learning. Consequences therefore should be natural, logical and the learner should know the reason for the consequence and should potentially be involved in deciding what the consequence is. Some examples of natural consequences may include:

- being asked to finish incomplete classwork during a social time or as homework
- creating a mess may mean that a learner needs to use their social time to clean up
- refusal to comply with a consequence may mean that a parent/carers is contacted and asked to support the learner to understand the reason behind the consequence and the importance of meeting the school expectations agreed by everyone – all of which can be directly related to positive consequences for the learner

If behaviour is deemed to be serious, (for example another child or adult has been hurt, damage to school property or leaving the school grounds) an exclusion could be given as time for risks to be assessed, relationships to be restored and appropriate supports for everyone involved to be put in place. This could be a class exclusion which involves a child completing their curricular work in a supervised room and going out for break and lunch at different times to those of their peers. Parents / carers will be informed of this and will receive feedback at the end of each day. In some cases, a school exclusion may need to be considered. School staff follow SAC guidelines for this which includes seeking advice / support from the local authority to discuss and make the final decision to exclude from school. Parent / carers will be immediately informed if this is the case and the necessary steps of the protocol will be outlined to them.

Review

This policy will be reviewed again by all stakeholders in June 2027.

Our **Relationships and Behaviour Policy** links closely with our **Anti-bullying Policy**. Both of these policies can be found on the school website.