

Values: Equality, Honesty, Positivity Respect, Responsibility

POSITIVE RELATIONSHIPS & BEHAVIOUR POLICY

Muirhead Primary School & Early Years Centre



Session 2023



Article 29 (goals of education): 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.

(UNICEF UK/2009/Howard Davies)



Rationale

Promoting positive relationships in Muirhead Primary School and Early Years Centre is the responsibility of all staff and this policy should have a fair and consistent approach. The relationship between pupils and staff focuses on building trust, mutual considerations, understanding and tolerance. Everyone should be aware that promoting positive behaviour is necessary to ensure the safety and well-being of all (*United Nations Convention on the Rights of the Child Article 19*).

Muirhead Primary School and Early Years Centre is a Rights Respecting School at GOLD Level, which means that we uphold UNICEF values, based on the United Nations Convention on the Rights of the Child (UNCRC). The Convention outlines, what adults must do to enable children to grow and be healthy (Article 24); to learn (Article 28); to receive protection (Article 19); to have their views listened to (Article 12) and to be treated fairly (Article 2). Our Positive Behaviour Policy links to the UNCRC through Class and School Charters (created with the children) which are evident throughout the school.

United Nations Convention on the Rights of the Child

The Convention says that every child has:

- The right to a **childhood** (including protection from harm)
- The right to be **educated** (including all children and young people completing primary school)
- The right to be treated **fairly** (including changing laws and practices that are unfair on children)
- The right to be **heard** (including considering children's views)

These articles are part of our policy.

The values of Muirhead Primary School and Early Years Centre are: **Equality, Honesty, Positivity, Respect** and **Responsibility**. The whole community should strive to demonstrate these values at all times.

Aims of Policy

Our aims are:

- To develop a consistent approach to promoting positive behaviour and relationships.
- To reduce instances in which pupils are displaying behaviour that needs supported to be more positive.
- To work in partnership with parents to promote positive behaviour
- To ensure that we create a caring environment where pupils are both safe and happy
- To support the development of the whole child while approaching discipline in a holistic manner
- To encourage pupils to be responsible citizens and recognise the contributions that they can make in school and in the wider community in line with A Curriculum for Excellence

Procedures

Classroom

Class teachers are responsible for promoting positive behaviour in class in line with the Whole School Charter (see Appendix 1) and their Class Charter (which is individual to every class).



All classes will use their positive rewards and points systems to promote positive behaviour. Positive behaviour and making the right choice will be rewarded. Most classes use a thank you and think system.

Class Positive Reward Systems

Primary 1	Sunshine and Clouds
Primary 2	Thank you/think cards/stickers/notes home/Fun 31
Primary 3	Thank you/think cards/air miles/individual points/raffle tickets/punch cards/Fun 31
Primary 4	Thank you/think cards/stickers/Fun 31
Primary 5	Caught being good square/whole class reward system/
Primary 6	Thank you/think cards/Game board for Luxury Larry and Slippery Slime cards/Fun 31
Primary 7	Thank you/think cards/Monopoly Reward System/ Class mascot winner/praise letters /Fun 31

Rewards will be given to pupils to recognise the following positive behaviours:

Trying my best:

- E.g. improved effort, extra tasks completed, staying on task, exceptional work, meeting targets

Showing respect and responsibility

- E.g. excellent manners, treating everyone's property carefully, helping others, being considerate and kind, making the right choices, listening, demonstrating the school values

Co-operation

- E.g. working well with others, valuing everyone's opinions, sharing.

School assistants, clerical, early years and kitchen may also award thank you cards/ points for the same positive behaviour mentioned above during class time. Class teachers may use thank you points to reward children who are not in their class.

Sanctions will be given to pupils where inappropriate behaviour is identified and needs to be improved and where this behaviour is denying other children any of their rights.

Choosing not to engage:

- E.g. not staying on task, not working to expectation of teacher,

Being disrespectful or irresponsible:

- E.g. not listening, talking out of turn, not following instructions, harming others or their property, shouting out, hurting others, being unkind

Choosing not to co-operate

- E.g. not working as part of a group.



The following consequences will occur when a child displays behaviour that needs work (this may include group/class alerts):

- 1) First alert.
- 2) Final alert
- 3) Loss of earning power for the day for Fun 31 time
- 4) Think Time out with a member of the Senior Leadership Team and solution focused questions used
- 5) Purple Card send home to parents and a phone call
- 6) Positive behaviour booklet – home link

The exception to this will be physical violence, in which case parents and/or a member of the leadership team will be informed as appropriate.

Any behaviour which is seen as bullying behaviour will follow the procedures outlined in the Anti-Bullying Policy (Article 19).

If a child has 2 alerts within one day a note will be sent home to explain why or a member of the leadership team will be involved. In the event of a child repeatedly being warned in a single day, their behaviour will be closely monitored using the booklet entitled 'A note from your teacher...' (see Appendix 5).

All staff understand that each child has individual strengths and circumstances and will treat all children fairly.

Temporary staff should speak to colleagues or the management team if they have any queries regarding the thank you/ think system.

Moving Through the School

All staff are responsible for promoting and supporting positive behaviour when moving through the school in line with the Whole School Charter (see Appendix 1). Classes should be in quiet and neat lines when getting ready to move and when moving through the school.

Playground

School assistants are responsible for promoting positive behaviour in the playground in line with the Playground Charter (see Appendix 2).

When a child displays behaviour that needs work in the playground, the following consequences will occur:

- 1) First alert – reflection time
- 2) Final alert –noted in the playground record book and SLT involved
- 3) Purple Card issued (see Appendix 6)



The exception to this will be deliberate physical violence with the intent to harm somebody. In this case, a purple card will be issued immediately and parents and/or a member of the leadership team will be informed as appropriate. Purple cards will be shown to the class teacher and a member of the senior leadership team by the child, taken home to be signed by a parent, and returned to school the next day to be recorded in the class behaviour folder. Alerts and purple cards will run from Monday break time until Friday lunchtime; they will be reset at the start of each new week.

If a child receives a purple card at any point during the week, they will miss out on some Fun 31 Time that week and will instead reflect on their decisions and consider their actions. If a child receives three purple cards in a term, this will result in a meeting being held with the child's parents to establish how the child may be supported in developing positive playground behaviour.

Assemblies/Community Time/Dining Hall

Staff on lunch duty are responsible for promoting positive behaviour in the dining hall in line with the Dining Hall Charter (see Appendix 3). Thank you house points may be awarded in the Dining Hall.

- * Gold Award = 30
- * Silver Award = 20
- * Bronze Award = 10

The Pupil Leadership Team, P7 House Captains/Prefects will assist the children in the P1 classes with the dining hall routines.

A note from your teacher...

In order to support children who, find it difficult to display positive behaviour consistently, a booklet entitled 'A note from your teacher...' will be used to recognise and encourage positive and desirable behaviour (see Appendix 5).

Staff Awards

Staff Awards will be used to recognise children's achievements. This could be class work, behaviour in the playground/dining hall and for wider achievements. There will also be 4 awards assemblies across the year where teachers award values and rights-based certificates to both pupils and staff (Article 29: be the best you can be).

Responsibilities

Ensuring positive behaviour is the responsibility of all staff and pupils at Muirhead Primary School and it is advised that it be reinforced at home and outside of school by parents/carers.

Pupils are familiar with their promises outlined on the various charters (see Appendices 1, 2 and 3). It is the pupils' responsibility to respect everyone's rights.



Wet Play Instructions

- Follow all instructions from staff or pupil monitors
- Normal class guidance and charters apply
- Play with resources set aside and marked for WET PLAY
- ICT can be used when there is an adult supervision /no eating at ICT Suite for health and safety reasons
- Scissors are not permitted
- Move around the classroom carefully and with respect
- Speak to a member of staff if you have a problem that you need help with
- You must ask permission from a monitor or adult to go to the toilet

Mobile Phones

The school has clear guidelines for the use of mobile phones – see **Appendix 7**

Supply / Specialist Staff

To ensure continuity and consistency in the application of the behaviour policy, supply and specialist staff will:

1. Be given time to familiarise themselves with the main points of the School Behaviour Policy
2. Be made aware of any individuals requiring attention in class
3. Follow rules, rewards and consequences displayed on the wall
4. Use the class behaviour sheets

Support for Pupils and Parents

All parents shall be issued annually with a copy of the class rules and consequences. We expect that parents support our positive behaviour policy.

All staff have a duty of care to all children in the school. A support system is in place for pupils to discuss their worries/concerns. This is implemented through:

1. Opportunity for pupils to discuss issues/concerns within class (e.g. Circle Time)
2. Pupil Leadership Team to offer a buddy support system to younger pupils
3. Staff in the playground are available to listen and support
4. The Senior Leadership Team is available to listen and support
5. Confidential access to the school nurse / community police officer
6. A 'How Can We Help You' box - VOICE BOX change is situated outside the HT Office (Article 13: express views)



Staged Intervention

Where it is evident that a child is having difficulty, they should be moved onto staged intervention. At *Stage 1a/1b* the child should be supported in class with appropriate strategies. It may be necessary to move the child to *Stage 2* where additional staff should become involved. A move to *Stage 3* would require an IEP to be completed for PSD which would be agreed, monitored and evaluated with the support of school, parents and the child. Pupils who receive additional support may have different targets for behaviour depending on their need. A move to *Stage 3* would require an IEP to be completed for PSD which would be agreed, monitored and evaluated with the support of school, parents and the child.

Muirhead Primary School endeavours to be pro-active in its approach to Positive Behaviour Management. The school and partner agencies are able to offer the following supports to small groups/individuals:

1. Social Skills Groups
2. Ice-pack/Bounceback
3. Parenting Classes through Barnardos
4. PEEP Programmes
5. Framework for Intervention

Partnership Working

Muirhead Primary School values the support from partner agencies. There is regular support and contact from Educational Psychology, social Services, School Nursing Service and Community Police. Other agencies/voluntary services are consulted on an ad hoc basis.

Staff Support

Staff are supported in the following ways:

1. South Ayrshire CLPL (Career Long & Professional Learning)
2. School CLPL
3. Support from cluster support
4. Senior Leadership Team

Monitoring

The school community will support the review of the policy on an annual basis.

Policy to be reviewed – August 2024



Appendix 1 – Whole School Charter

We will work together and encourage one another to ensure that **everyone**:

- is able to actively participate in decisions about their learning and try their best (Article 3).
- can work co-operatively, giving their opinions respectfully and listening to others (Article 12).
- has access to an education that develops their talents and supports them in being responsible citizens (Article 28, 29).
- knows about their rights and receives them (Article 42).

This is displayed around the school in various formats to support all children in understanding the charter and putting it into practice.

Appendix 2 – Playground Charter

We will work together and encourage one another to ensure that **everyone**:



- is able to choose their friendship groups, providing no-one else suffers as a result (Article 15).
- is safe from any harm (emotional or physical) by following instructions (Article 19).
- has the chance to play sensibly, including sharing and caring for space and equipment (Article 31).
- gets help if they are hurt (Article 39).

This is displayed around the school in various formats to support all children in understanding the charter and putting it into practice

Appendix 3 – Dining Hall Charter

We will work together and encourage one another to ensure that **everyone**:

- has access to nutritious food and clean water to enable them to make healthy choices (Article 24).
- is provided with and helps to maintain a clean, safe and welcoming environment to eat in (Article 24).
- has the chance to rest and refuel (Article 31).

This is displayed around the school in various formats to support all children in understanding the charter and putting it into practice.

Appendix 4 – Example of Rewards

- **Super Hero of the week prize box**
- **Thank you points**
- **Platinum card worth 50 points - Assemblies**
- **Rewards Assembly certificates**
- **Hot Chocolate with the SLT**
- **Lunch with the teacher**
- **Games and activity choice**

Appendix 5 – ‘A note from your teacher...’

Front Cover

A note from your teacher...

 Name: _____

 Class: _____

 "Every day may not be great, but there is something great in every day."

 WB: _____

Back Cover

Our School Values

I show FRIENDSHIP by:

- taking turns and sharing.
- being supportive of others.
- speaking kindly about others.

I show RESPECT by:

- using good manners.
- following instructions.
- treating people as I would like to be treated.
- communicating with others in a calm and productive manner.

I show HONESTY by:

- telling the truth.
- thinking before I speak.
- saying what I mean and meaning what I say.

I show PERSEVERANCE by:

- putting effort into my learning.
- working as part of a group/class/school and accepting feedback.
- continuing in the face of challenges.
- correcting my mistakes.

I show OPTIMISM by:

- looking for the good in any situation.
- identifying positives, even if I feel negative.
- encouraging others to say/do/see good things.

I show INCLUSION by:

- treating people fairly.
- recognising everybody's unique abilities.
- considering the needs of others.
- responding appropriately when I am not included.

New week. New goals. New challenges.

Success Criteria for our School Values

A child's targets will be selected from this list to support them with whatever behaviour they need assistance with.

Sample Inner Page

Today you have...

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Teacher Comment (if applicable)

Teacher Signature: _____

Head Teacher Comment

Head Teacher Signature: _____

Child Comment

Child Signature: _____

Parent Comment

Parent Signature: _____

Please sign and return tomorrow.

You will never have this day again so make it count.

It always seems impossible... until it's done!

Space for selected Success Criteria from the back cover. N.B. There will not necessarily be 8.

The teacher will indicate with a tick if the selected success criteria have been met each day.

The child will indicate with a smiley/straight/sad face how they feel they got on with their success criteria each day.

Motivation and encouragement for the child.

Daily Comments
These will be made when required and not necessarily every day.

Weekly Comments
From all parties to reflect on the week and support the child going forward.

Appendix 6 – Purple Card

Purple Card

has been given a
red card for

Please discuss this reason with your
child and return signed slip to school.

Parent/Carer _____ Date _____

SLT _____ CT _____

Purple Card

has been given a
red card for

Please discuss the reason with your
child and return signed slip to school.

Parent/Carer _____ Date _____

SLT _____ CT _____





APPENDIX 7

USE OF MOBILE PHONES IN SCHOOL

Introduction

Many parents provide children with mobile phones to enable them to contact them in case of any emergency which may arise, particularly on the way to and from school.

In order that children learn to use mobile phones appropriately and responsibly, the school has established a protocol for the safe and appropriate use of phones and other ICT equipment in school. **Mobiles to office,**

Advice to pupils and parents

Parents wishing to contact children during the school day should phone the school office and ask to speak to the Head Teacher, a DHT or a member of the clerical staff who will pass any message onto the child. It is the child's responsibility to collect at 3.15pm

- The school will contact parents using the emergency telephone number(s) provided in the event of an occurrence which requires parents' notification. It is the parents' responsibility to ensure that emergency contact numbers are up to date and to inform the school immediately of any changes
- The school does not take responsibility for mobile phones or other ICT items, including electronic games or cameras brought to school by pupils
- While on school premises, mobile phones should be **switched off** and kept out of sight at all times
- Mobile phones should be **switched off** when children are taking part in school trips or excursions
- Mobile phones should be **switched off** while children are using school transport
- Children should be aware that taking photographs and using photographs and using filming functions with mobile phones **is not allowed** without the agreed consent of staff and parents of fellow pupils.
- If phone is visible then it will be sent to the office for safe keeping.
- Should children be discouraged from bringing phones to school.

Procedures in the event of misuse of mobile phones

Any breach of the advice on the use of mobile phones will be considered a breach of school rules and sanctions will apply which are in line with the procedures outlined in the Positive behaviour policy. In addition, the following actions may be taken.

- Any member of the SLT may confiscate a mobile phone from any child using the phone during the school day. While on school outings, any member of supervising staff may be given authority to confiscate mobile phones
- The child may be asked to delete any offensive or inappropriate materials from the phone
- The phone will be switched off and stored securely in the school office

- The time of confiscation will be recorded in the appropriate form by a member of the school team. Parents will be informed that the phone is being held in the office
- A member of the SLT will return the phone to the child or parent, who will sign for the receipt of the phone at the end of the school day or as soon as can be arranged.
- Staff and pupils have a right to work and learn in a safe environment and if the phone has been used in any form of cyber-bullying, measures following the school Anti-bullying Policy will be applied (Article: safe)
- In the event of serious misuse of a mobile phone to record or transmit inappropriate material, advice will be obtained from Officers of South Ayrshire Council and police may be informed to investigate any criminal activity.

For the purpose of this policy, the terms of ICT items and equipment, include cameras, video recording cameras, games consoles and radio-controlled walkie-talkies. Misuse of computers, e-mail and the internet in school is covered by SAC policies.

APPENDIX 8

Reflections card (Article

Name:	Class:	Date
What was happening before the incident? / What were you given warnings for?		
What was the incident that resulted in your Purple Card?		
What happened immediately after you received your Purple Card?		
How did you feel just before, during and just after this incident?		
What should you have done to prevent yourself from getting a Purple Card?		
Was this a one-off incident or something you feel you need support with?		
What support do you feel would help?		
Signed:		

