

# Positive Relationships at Cambusbarron Primary

## Our School Commitment

At Cambusbarron Primary we value and recognise that positive relationships are at the heart of all learning and teaching. We all share a responsibility to build a safe and respectful learning environment where excellence is promoted and celebrated.

## Our 3 Core Rules

- **Be Safe**
- **Be Responsible**
- **Be Respectful**



## Consistent Adult Behaviours

- **All adults meet and greet** at the door & lead children in and out calmly and safely.
- Refer to '**Safe, Responsible and Respectful**' frequently and in all behaviour conversations.
- **Model** positive behaviours and build relationships.
- Engage, challenge and meet the needs of all learners.
- Persistent and daily use of **visible and verbal recognition** when seeing positive behaviour.
- Be **consistently calm** and give 'take up time' when discussing behaviour.
- Speak with a **measured tone** and use considered **body language**.
- **Follow up every time**, retain ownership and engage in reflective dialogue. **Never ignore** or walk past learners who are making poor choices.
- **Complete the circle** to ensure all learners have **felt listened to** and understand how you have **supported them** to resolve a situation.

## Short Scripted Interventions

Acknowledge poor choice made, state the rule they have broken, remind the child of previous positive choices they have made. A brief conversation.

- State the behaviour that was observed and which rule/ expectation/ it contravenes.

*I noticed that you are (insert behaviour). We don't do that at Cambusbarron Primary.*

- Tell the learner the consequence of this action unless behaviour changes.

*e.g. You will have to stay in for 5 minutes at break/ work in another class unless you (state behaviour you want to see)*

- Remind the learner of positive behaviour /choices they have exhibited in the past.

*Remember that time when you (give example). That is what I want to / need to see today.*

- Walk away and allow 'take up time' Observe and acknowledge positive choice.

## Stepped Sanctions

**Step 1 - Verbal Reminder** to be **Safe, Responsible & Respectful** delivered privately identifying their behaviour and outlining the consequences if they continue. Identify positive choices being made.

### Step 2 - Second Reminder

Speak discretely, offering a positive choice and remind them of previous good behaviour. Outline the consequences if positive choices are not made.

### Step 3 - Time out and sanction applied

The learner speaks to the adult away from others where **Safe, Responsible & Respectful** are revisited. The learner is reminded of their previous positive conduct or attitude to learning. Supported to reengage in learning in another room with work. After time-out a short restorative conversation follows. Discussion and sanction recorded on Pastoral notes.

### Step 4 - Referral to Senior Leadership Team

If the learner refuses to comply with time out or there is a serious incident that requires immediate support contact the Senior Leadership Team (SLT) through the red card or walkie talkie system. A discussion will be held with SLT, child and class teacher /SLA at an appropriate time. Parents/Carers informed.

## Restorative Questions

Delivered calmly, side on, eye level or lower with a focus on restoring relationships and supporting the young person to find a positive solution.

- Tell me what happened (lead up – incident - afterwards)
- What were you thinking?
- Who else has been affected?
- How do you think this made others feel?
- What should we do to put things right?
- How can we do things differently moving forwards?