

# Redmyre Primary School



## Behaviour and Relationships Policy

In accordance with

Rights Respecting Schools

Articles: 3, 12, 19, 28, 29 & 31

Reviewed February 2020

**Article 3 – (best interests of the child)**

The best interests of the child must be a top priority in all actions concerning children.

**Article 12 – (respect the views of the child)**

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

**Article 19 – (protection from all forms of violence)**

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

**Article 28 – (right to education)**

Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's human dignity. Wealthy countries must help poorer countries achieve this.

**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.

**Article 31 – (leisure, play and culture)**

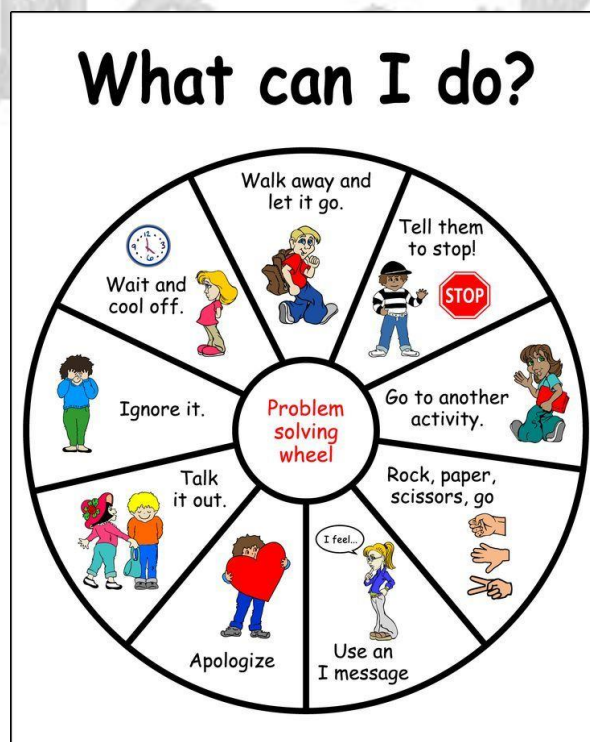
Every child has the right to relax, play and join in a wide range of cultural and artistic activities.

# Redmyre's Relationships and Behaviour Policy

At Redmyre we promote and encourage good standards of behaviour by using a policy which recognises and rewards the children's efforts in both academic and social learning. In partnership with our School Aims, this Positive Behaviour Policy allows us to create a nurturing, caring and respectful learning community which helps the pupils to achieve their full potential. It also enables pupils and staff to feel valued and secure and ensures the smooth running of the school.

Based on our school values of Respect, Responsibility, Resilience, Kindness and Honesty each class has developed and agreed a class charter that outlines expectations of behaviour throughout the school day. Redmyre School is a Rights Respecting School having achieved our Gold Award in February 2016 so, as well as being based on our school values, the class charters link to articles from the UNCRC (The United Nations Convention on the Rights of the Child).

As a Right's Respecting School we very much value a restorative approach to behaviour management and building positive relationships. Our Restorative Approach aims to support children to sort out everyday problems by talking honestly about what happened. The process encourages pupils to take responsibility for any wrong decisions they have made, help repair any harm caused by their actions and helps them to build strategies to deal with conflict and disagreements in more positive ways. Some of these strategies are shown in the graphic below.



The guidelines detailed within this policy are in line with the United Nations Convention on the Rights of the Child.

This is a whole school policy and has been designed in consultation with children, staff and parents/carers.

## Aims

By adhering to this policy Redmyre School will:

- encourage children to demonstrate positive behaviour through our 5 key values.
- teach children about their rights and how actions can affect the rights of others underpinned by the UNCRC and wellbeing indicators in line with Getting it Right for Every Child; Scotland's national approach for improving outcomes for all learners.
- expect that good behaviour is modelled by all adults within the school community and that they treat others with respect and share Redmyre's vision for building positive relations.
- value the rights of staff and pupils to carry out their work in an environment which is conducive to good learning and teaching and in which they feel safe, secure and respected.
- encourage involvement of parents/carers in supporting the rights of every child and positive behaviour.
- ensure a consistent, fair and sensitive approach to behaviour management, acknowledging that children are individuals having varying needs and therefore may benefit from differentiated interventions/support.
- demonstrate that consequences are fair, just and respect a child's dignity

# Restorative Approaches

Restorative discussions/approaches are key as a positive behaviour strategy which help support children recognise the impact of their actions and identify ways to resolve conflict/make improved choices. Restorative discussions/approaches support pupils by helping them talk about their thoughts and feelings, take responsibility for their actions and develop skills in order to repair/rebuild relationships. These discussions often involve children affected by negative behaviours also, with staff supportively guiding dialogue and mediating.

**Questions we may ask during a restorative discussion are:**

- 1. What happened?**
- 2. What were you thinking about at the time? What are you thinking now?**
- 3. How do you think it made \_\_\_\_\_ (name) feel?**
- 4. How would you feel if it happened to you?**
- 5. What do you think you need to do to repair the harm/put things right?**

**Questions we may ask the person who has been harmed...**

- 1. What happened?**
- 2. How did it make you feel? How are you feeling now?**
- 3. What has been the hardest thing for you?**
- 4. What do you think has to happen to make things right?**

# Rewarding Positive Behaviour-

## Marbles In the Jar

The objective of the Marbles In the Jar approach is to encourage children to work together and take collective responsibility for upholding the school values-earning marbles in the process.

### How it works....

- Every class has a container of 30 marbles.
- When a marble is awarded and a child drops it in to the marble jar everyone can see it and hear the clink (the sound of success).
- Marbles can be awarded to individuals or groups of children.
- Once earned, marbles cannot be removed from the jar.
- Once all of the marbles are in the jar, the children are rewarded with a treat. This could happen on any day or time, decided by the class teacher, but as soon as practically possible after that final clink in the jar. Typically a class would earn a treat once every second week lasting no longer than 30 minutes.
- Treats might include having a game of rounders, watching a cartoon or having some free choice play. This will be decided collectively by the class at the time.
- In the very unlikely event that a pupil has had 3 yellow letters or more (see our sanctions later in this document) sent home during the course of the 30 marbles being earned, they will be unable to take part in the treat on this occasion.

### Who can give marbles?

Any member of staff can award marbles (Teachers, Head Teacher, PSAs, Catering Staff, Visiting Specialists or Office Staff). Everyone is encouraged to recognise and promote positive behaviour.

## What Kind of Behaviour Earns Marbles?

Children can earn marbles for lots of different things. Marbles may be earned for positive behaviours which link to our school values e.g being kind to someone in the playground, working especially hard and taking real responsibility for their own learning or making someone feel included.

Staff will use their knowledge and professional judgement when it comes to awarding marbles. All children are different and staff will know what constitutes extra effort to make good choices for each individual child. For example, a child who finds it difficult to sit and listen to a story for any length of time may be awarded a marble for managing to do this and a child who often struggles to make good choices in the playground may be awarded a marble for having a positive lunch time.

In summary, how pupils earn marbles will be age, stage and pupil dependent.

## Managing Inappropriate Behaviour

With clear boundaries and a focus on celebrating positive behaviours it is anticipated that pupils at Redmyre School will have a clear understanding of what is expected. However, our children are all still learning and there will be times when some may present behaviours which fall short of these expectations. When this happens it can have an impact on the smooth running of the class and can waste valuable teaching and learning time. For this reason, it is important that we have a clear and fair sanction system which will support pupils to reflect on inappropriate behaviour and the impact it has on others, take responsibility for their actions and ultimately lead to their making better choices in the future.

Following consultation with pupils, staff and parents/carers we have agreed the following sanction system:

### Stage 1 – Verbal Warning

The pupil is aware they have received a verbal warning but this **is not** recorded.

## **Stage 2- Second Warning**

All classes have a clip board with pupil's names on them. (This is not on display but kept on the teacher's desk). When issued with a second warning there will be a dot marked next to the pupil's name.

## **Stage 3- Third Warning**

There will be a second dot against the pupil's name

## **Stage 4- Final warning- Visit to Head Teacher- Slip sent home (See appendix 1)**

At this point the member of staff will add a third dot next to the pupil's name and issue them with a yellow slip. The pupil will then take the slip to the Head Teacher with whom there will be a restorative conversation. This conversation will be summarised on the slip, this will be read back to the child and he/she will be asked to sign the slip to show that they agree that it is a true record of the conversation which was held. The slip will be signed by the Head Teacher and sent home to be signed by a parent/carer.

All teaching staff (including Visiting Specialists/supply staff), PSAs and the Head Teacher can issue warnings to pupils. This could be due to inappropriate behaviour in any area of the school or playground.

## **What might children be given a warning for?**

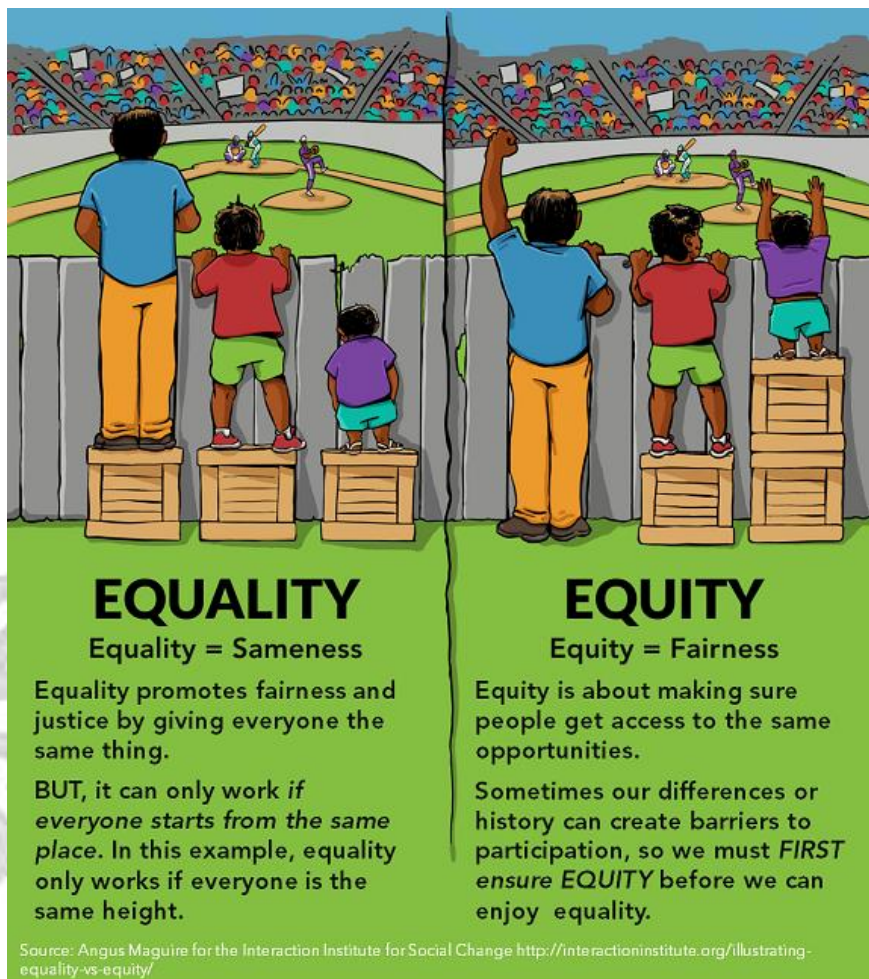
Children will be given a warning for any behaviour which is not in line with our agreed school values of Respect, Responsibility, Honesty and Kindness.

**Each child starts each new day with a clean slate-sanctions are never carried forward to the next school day.**



## Additional considerations

It is important to understand that some children have additional support needs where their behaviour is affected by particular challenges. For these children there may be different supports in place to help them manage and regulate their behaviour just as there might be for other children to assist them in their learning. The need for this can be nicely summed up by the following graphic.



## Individual Awards

Children who consistently uphold the school values will be awarded stamps which they can collect. Within each class there will be an 'Individual Treats Price List' drawn up by the class. These will include individual treats which children can trade their stamps for. For example, 10 stamps might mean they can spend the day working at the teacher's desk or 20 stamps might mean they can wear their slippers to school for the day. The children will decide how many stamps need to be saved for each prize and the prizes will be age and stage appropriate. If they want to keep

saving to 30 stamps, they can get a 'Hot Chocolate' voucher which will entitle them to come along to one of the Head Teacher's hot chocolate cafés which will be held once or twice a term.

## Parent's Role

Our Behaviour and Relationships Policy is in place to ensure the smooth running of the school so that **every** child and every member of staff can work and learn in a secure and harmonious environment. We welcome your support in this matter and your trust that we only have the best interests of **every** child at heart so that we may implement our policy effectively. It is widely accepted that behaviour is improved when the school and parent/carer work in partnership and deliver a consistent message.

*The vital role of parents and carers SAGBIS recognises that parents and carers are key partners in their children's learning. It's vital that schools engage directly with parents and carers and foster a positive environment where parents and carers are encouraged to work in partnership to ensure where possible a consistent message between the home and school environment.*

*Better Relationships, Better Learning, Better Behaviour*

*Scottish Government*

We kindly ask that on receipt of a yellow letter, you follow this up by having a discussion with your child at home. We also ask that you sign and return the slip the following day.

### **Serious or Unexpected Behaviours**

From time to time, in any school, there are incidents related to behaviour that would be deemed as serious. Such incidences might include deliberate, physical violence towards another child or member of staff, serious deliberate damage to property or possession of a dangerous weapon. In such instances the head teacher will be informed as soon as possible and parents/carers will be called.

Useful Policy Links

Aberdeenshire Council's Exclusion Policy

[https://www.aberdeenshire.gov.uk/media/3901/policy\\_disc\\_exclusion.pdf](https://www.aberdeenshire.gov.uk/media/3901/policy_disc_exclusion.pdf)

Aberdeenshire Council's Guidance for Parents/Guardians/Carers on Exclusion of Pupil From School

<https://www.aberdeenshire.gov.uk/media/3849/guidelinesforexclusion.pdf>

Better Relationships, Better Learning, Better Behaviour (Scottish Government)

<https://education.gov.scot/parentzone/Documents/BetterRelationships.pdf>

Getting It Right For Every Child (Scottish Government)

<https://www.gov.scot/policies/girfec/>



Appendix 1 (Printed on yellow paper)



Date \_\_\_\_\_

Dear Parent/Carer

We write to inform you that today \_\_\_\_\_ reached Stage 4 of Our Whole school Behaviour System. A summary of the restorative discussion which was held with \_\_\_\_\_ using the restorative questions shown below is given in the box.

I agree that this is a true account of our conversation \_\_\_\_\_.

We would very much appreciate if you would discuss your child's behaviour with them at home and reinforce the school values which are Respect, Responsibility, Kindness, Honesty and Resilience. You may also want to use the restorative questions that staff use with pupils. These can include:

- What happened?
- What were you thinking about and how were you feeling at the time?
- How do you think xx felt?
- How would you have felt in the same situation?
- How do you think we can put this right?

Please sign and return the tear off slip to acknowledge you have received it.

Thank you, your support in this matter is much appreciated.

Yours sincerely

Class teacher signature \_\_\_\_\_ HT signature \_\_\_\_\_

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Pupil's name \_\_\_\_\_

I received a letter today informing me of my child's behaviour in school and we have discussed this at home.

Parent/carer signature \_\_\_\_\_



Redmyre  
School.

