



Promoting Positive Behaviour and Relationships Policy

The United Nations Convention on the Rights of the Child (CRC) underpin our Positive Behaviour and Relationships Policy:

Article 28

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

Article 31

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

Article 36

Governments must protect children from all other forms of bad treatment.

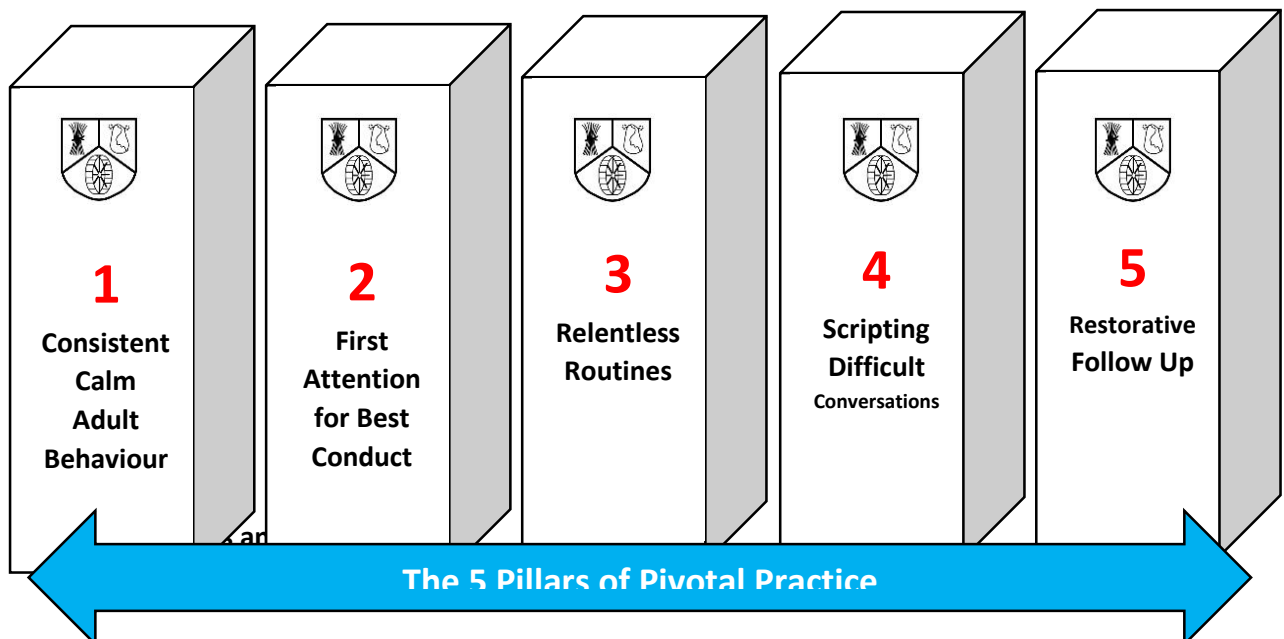
Rationale

"You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression". (Paul Dix, Pivotal Education)

Millersneuk Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing behaviour and dynamic interventions that support staff and learners.

This policy will ensure that everyone in our school community has a shared understanding of wellbeing, positive relationships and behaviour that reflects our school vision, value and aims. We have high expectations and aspirations for everyone; we want our children and young people to feel safe, healthy, achieving, nurtured, active, respected, responsible and included. We are a nurturing school, endorsing the nurturing principles and believe that 'all behaviour is communication'.

Our policy is based on the **Five Pillars of Pivotal Practice**





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Millersneuk Primary School – Vision, Values & Aims

All pupils are supported to reach their full potential

READY

RESPECTFUL

SAFE

Motivate

Prepare

Succeed

Aims of Positive Behaviour Policy

- To provide a nurturing environment where learners develop their social skills alongside their learning, so they grow into respectful and responsible citizens, ready for life and work
- To provide a high quality education which supports and challenges our children, fosters creativity and develops critical thinkers through stimulating and engaging learning experiences
- To develop social, emotional and personal skills to help foster a caring, resilient ethos
- To recognise individuality and support children to make the most of their skills and talents
- To engage parents and carers as partners in learning and build positive relationships with outside agencies and the wider community
- To create a culture of exceptionally good behaviour: for learning, for community for life
- To ensure that all learners are consistently treated fairly, shown respect and to promote good relationships.
- To recognise and give attention to positive behaviour using this as a model of good practice for others
- To help learners take responsibility for their behaviour and to recognise the consequences of this
- To ensure that all stakeholders have high expectations of behaviour.

Expectations of Adults

All adults should:

- Take time to welcome students at the start of the day, **meet and greet** at the door setting high expectations
- Build emotional currency by making your children feel valued, important and included.
- Always redirect students by referring to 'Be Ready, Be Respectful and Be Safe'
- **Model** positive behaviours and build relationships.
- **Plan** lessons that engage, challenge and meet the needs of all learners.
- Make your feedback on work personal, thoughtful and kind.
- Use positive postcards each week to recognise children who have gone over and above
- Use a **recognition board** to highlight children who are behaving 'over and above' your expected standards.
- Be **calm** and give 'time out' when going through the steps (pupils need to be regulated to be able to engage).
- Never walk past or ignore students who are not meeting expectations



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The Head teacher and The Senior Leadership Team should:

SLT are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

- Be a visible presence around the school
- Regularly celebrate students whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/postcards and certificates/stickers
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Support teachers in managing students with more complex or challenging behaviours

Members of staff who manage behaviour well:

- Consistently **catch students doing the right thing** and **praise them** in front of others
- Know their classes well and **develop positive relationships with all students**
- Relentlessly work to **build mutual respect**
- **Remain calm** and keep their emotion for when it is most appreciated by students
- **Demonstrate unconditional care and compassion**

Students want teachers to:

- Give them a **'fresh start'** every lesson
- Help them **learn and feel confident**
- **Be just and fair**
- **Have a sense of humour**

Role of Parents

'Parental engagement is recognised in the National Improvement Framework as one of the seven key drivers in achieving excellence and equity in Scottish Education.' **Education Scotland**

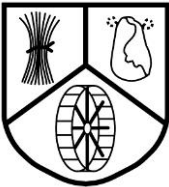
Millersneuk Primary School will strive to work in partnership with Parents, ensuring that pupil will receive consistent and appropriate support with behaviour. If parents have concerns regarding behaviour (or any information they wish to share regarding home circumstances that may influence their child) they should feel comfortable in discussing this with the teacher or member of the leadership team. Children should be encouraged by parents to come to school with a willingness to co-operate with others, adhere to the responsibilities laid out in the school's vision, values and aims and accept responsibility for their own behaviour.



Millersneuk Primary School - Behaviour Blueprint

Visible Adult Consistencies	Rules	Over & Above Behaviours
1. Lines & Transitions 2. Manners 3. Greetings	1. Be READY 2. Be RESPECTFUL 3. Be SAFE	1. Recognition Boards 2. Positive Postcards 3. Head Teacher Award

Vision, Values & Aims		
<i>All pupils are supported to reach their full potential</i>		
<i>READY</i>	<i>RESPECTFUL</i>	<i>SAFE</i>
<i>Motivate</i> <i>Prepare</i> <i>Succeed</i>		

Stepped Sanctions	Restorative Questions										
<p>The teacher's health & wellbeing is important. There may be occasions where you need support at any stage - do not hesitate to ask a member of the SMT.</p> <table border="1"> <tr> <td>Reminder</td> <td>A reminder of the three simple rules/values - READY/RESPECTFUL /SAFE delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage.</td> </tr> <tr> <td>Caution</td> <td>A clear verbal caution delivered privately, wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase - "Think carefully about your next step"</td> </tr> <tr> <td>Last Chance</td> <td>Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour (Use 30 second interventions).</td> </tr> <tr> <td>Consequence e.g. Time-out / 2 Min Meeting</td> <td>Time out might be a short time outside the room, on the thinking spot or at the side of play. It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves.</td> </tr> <tr> <td>Repair e.g. Restorative Practice</td> <td>This might be a quick chat at break-time in the playground or a more formal meeting (Restorative Practice)</td> </tr> </table> <p>There are circumstances where the above solutions may not be appropriate or where you require SMT support:</p> <ul style="list-style-type: none"> If there is a serious incident, please ask for SMT assistance immediately. If you have tried the 5 Step Solutions at least twice with no success, then: <ul style="list-style-type: none"> A member of SMT can work in partnership with you for reinforcement Reinforcement from SMT Working in partnership with parents 	Reminder	A reminder of the three simple rules/values - READY/RESPECTFUL /SAFE delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage.	Caution	A clear verbal caution delivered privately, wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase - "Think carefully about your next step"	Last Chance	Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour (Use 30 second interventions).	Consequence e.g. Time-out / 2 Min Meeting	Time out might be a short time outside the room, on the thinking spot or at the side of play. It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves.	Repair e.g. Restorative Practice	This might be a quick chat at break-time in the playground or a more formal meeting (Restorative Practice)	<ol style="list-style-type: none"> 1. What has happened? 2. What were you thinking at the time? 3. What have you thought since? 4. How did this make people feel? 5. Who has been affected by the actions? 6. How have they been affected? 7. What needs to be done to make things right? 8. How can we do things differently in the future? <div style="text-align: center;">  <p>30 Second Script Aids</p> <ul style="list-style-type: none"> I notice you are It was the rule about that you broke You have chosen to..... Do you remember last week when you.....? That's who I need to see today Thank you for listening <p>You need to understand that every choice has a consequence. If you choose to do the work, that would be fantastic and this will happen....If you choose not to do the work, then this will happen... I'll leave you to make your decision. Do you remember yesterday when you helped me to tidy up? That is the I need to see today, that is the you can be all the time.</p> <p>Watch out for:</p> <ul style="list-style-type: none"> Madness of chasing secondary behaviours Becoming emotional </div>
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