

Slamannan Primary School and ELCC

Positive Relationships Agreement

October 2019



Your Bright Future Starts
Here!

"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel."

Maya Angelou

Relationships are at the heart of our work in Slamannan and Limerigg as a school and a community. Positive relationships in school are central to the wellbeing of both pupils, parents and teachers and underpin an effective learning environment.

In Slamannan Primary and ELCC we promote an ethos of kindness and demonstrate consistency in adult behaviour across the school.

This is how we do it here!

Effective relationships are built on our shared core values of:

Kindness, respect, friendship, honesty, happiness and self-belief.

Our school rules of ***'Ready, Respectful and Safe'*** are referred to daily to ensure these are promoted and understood by all pupils.

Key Messages

- The foundation of our school is excellent behaviour
- We have a culture of calm, kind consistent behaviour amongst all adults and children
- Building and maintaining relationships is central to all we do
- Visible consistency is demonstrated by everyone in school
- We do not have an emotionally led response to behaviour
- We recognise all children for the positive behaviours they demonstrate every day

Our Pillars of Good Practice

- Calm, consistent adult behaviour
- First attention to best conduct
- Relentless classroom and school routines
- Scripted conversations to support good choices
- Restorative follow up

Procedures in School

- 'Welcome Everybody' – all staff welcome children in to school with a smile and a warm greeting every day.
- Wonderful Walking – in our calm corridors, we all walk at a safe pace and respect others in the school by being quiet and safe as we move through school.
- Legendary lines – lines must be single file, straight, silent and sensible. Line points are awarded for the most legendary lines in school.
- No naming and shaming – Praise in public, reprimand in private. Children will **not** be openly reprimanded. Praise will be given openly and regularly for good choices.

- Fantastic Friday (Hot choc with the HT) – we value kindness and celebrate this weekly. We use the philosophy – No act of kindness, however small, is ever wasted.
- Golden Awards – recognising children who go ‘over and above’ or demonstrate our values
- Golden work
- Playground Positives Raffle
- Recognition boards – used in classes as appropriate, other positive praise methods such as Class Dojo will be used to suit the needs of the children in that class.

Consistent Scripts (used by all adults)

- ❖ I noticed you...
- ❖ I need you to...
- ❖ Thank you for...
- ❖ I need to see you...
- ❖ I know you will...
- ❖ I expect...
- ❖ I have heard what you have said, now you must...

Small but Certain Consequences

We are a restorative school NOT a punitive one.

Research shows that punishments undermine relationships and have little or no effect on changing negative behaviours.

This is how we do it here!

We have small but certain consequences, delivered by all staff to support our children.

- ❖ Reminder – a reminder of our 3 rules, delivered as privately as possible. Reminders may be repeated if reasonable adjustments are necessary.
- ❖ Caution – a clear, verbal caution delivered privately, making the pupil aware of their behaviour and outlining the consequences if they continue. Remind the pupil to ‘think carefully about your next step.’
- ❖ Last Chance – this is the final opportunity to engage. Use a scripted conversation to support the dialogue and refer to examples of good behaviours previously recognised. It may be appropriate to ask a pupil to stay behind for 2 minutes to talk about this before leaving the room.
- ❖ Time out – this may include a short time outside the room if safe to do so or on a thinking chair/spot, somewhere out of the way. This is a few minutes to calm down and think. A timer may support this.
- ❖ Repair/reconciliation – this may be a quick chat or a longer meeting depending on the requirements.

The senior leadership team in school may support with the restorative conversation by covering the class to allow this to happen. The conversation may also be led by a member of the senior leadership team on some occasions.

Parental Involvement and Engagement

Parents are best placed to support their child to be the best they can be.

We would not contact parents about every incident in school, but we do value parental engagement with our relationship policy and would contact you should we feel it will make a difference for your child.

We would like Slamannan parents to ensure that their child attends school every day and comes to school ready to learn. In order to get the very best for every child, parents and staff need to work together. It is a shared responsibility between home and school to ensure children in Slamannan Primary follow our relationship policy.

Roles and Responsibilities

The Role of the Senior Leadership Team

Overall responsibility for maintaining positive discipline throughout the school lies with the Head Teacher and Senior Leadership Team. This includes:

- Promoting and upholding the Relationships Policy
- Establishing a culture of positive reward and monitoring the consistent application of this policy
- Celebrating consistently positive behaviour amongst all pupils and instilling a sense of pride in those pupils achieving this behaviour
- Supporting staff at all levels in managing challenging behaviour through the communication of clear policy and procedures, monitoring incidences of behaviour and supporting staff, pupils and families in resolving consistently negative behaviour
- Managing pastoral record keeping and clear chronologies as appropriate
- Embedding the 6 nurture principles across all aspects of school life

The Role of the Class Teacher/SEYO

Relationships and communication between all adults and children should show respect, cooperation, tolerance, encouragement and praise. They should reflect the underlying principles of nurture and restorative practice. Each teacher has responsibility for the maintenance of positive relationships within their own class. They will:

- Work to promote and uphold the Relationships Policy
- Have high expectations of all children
- Follow restorative approaches to ensure a consistent and fair approach
- Consider the 6 nurture principles within their everyday practice

- Provide a rich, stimulating, varied and challenging curriculum which fosters high levels of pupil engagement
- Ensure that there is a high level of collaboration and reflection in classroom practice which fosters the development of young people who are mutually supportive, empathetic, encouraging, challenging and tolerant
- Encourage, praise and listen to children
- Contribute to a pastoral record keeping if required and ensure that the SLT is informed of any significant incidents within that same day.

The Role of the Support Team/EYO/ELCC Assistant/Clerical/Janitor/Catering and Cleaning Staff

- Promote and uphold the Relationships Policy
- Have high expectations of all children
- Encourage, praise and listen to children
- Follow restorative procedures to ensure a consistent and fair approach
- Consider the 6 nurture principles
- Evaluate the factors which can contribute to negative behaviours and seek to provide high levels of engagement in the playground
- Seek the advice of the Class Teacher or SLT should the situation not be resolved
- Contribute to pastoral records if required and ensure that the SLT is informed of any such incidents within that same day

The Role of the Parent

- To promote and uphold the Relationships Policy
- To respect the privacy of other families – we can only talk about your child with you
- To ensure school staff are aware of any additional needs or personal circumstances which may result in their child displaying behaviours which are not typical of them
- To attend meetings with the Head Teacher or other staff to discuss their child's behaviour
- To address issues to the Class Teacher in the appropriate manner
- To work with the school to support their child.

The Role of the Child

- To uphold the Relationships Policy
- To be Ready, Respectful and Safe
- To demonstrate our Visible Consistencies
- To show respect for people and property
- To take responsibility for their own actions
- To be polite, considerate and caring

The desired outcome is that children will be motivated and enthusiastic, taking a pride in themselves and our school with the ability to grow into compassionate young people who care and have an impact in their world.

POLICY 2019 – working alongside Falkirk Council's Promoting Positive Behaviour Policy 2019