

Policy to Promote Excellence in Behaviour and Relationships

MELROSE
PRIMARY SCHOOL



To achieve our vision statement 'to be the best we can be' we support and encourage our whole school community to be kind and respectful to:



Policy Statement

Melrose Primary School is committed to creating a happy, safe and secure environment where exemplary behaviour is at the heart of productive learning and everyone feels valued and respected. All members of the school community are 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 all members of the school community to take responsibility for their own behaviour as a means of promoting good relationships. It echoes our vision “to be the best we can be”, with a heavy emphasis on kindness and respect for ourselves, others and property, through a partnership approach where everyone is treated fairly and consistently.

Aim of the policy

- To create a culture of exceptionally good behaviour in our school community: for learning and for life
- To facilitate an ethos of respect, consistency and compassion
- To ensure that all members of the school community are treated consistently, fairly and shown respect in order to promote good relationships
- To prioritise attention to best conduct and minimise attention given to poor conduct
- To help all members of the school community make good behaviour choices and be responsible for the consequences of poor choices
- To build a community which values respect, kindness, care, good humour, good temper, responsibility and empathy for others
- To promote a community linked through effective relationships
- To ensure that excellent behaviour is a minimum expectation for all

Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- recognise exemplary behaviour
- positively reinforces behaviour norms
- promote self-esteem and self-discipline
- teach appropriate behaviour through positive reinforcement and interventions

A collaborative and consistent approach is vital to succeed in promoting best conduct.

Consistency in practice

- Consistent **language**; consistent response: Simple and clear expectations reflected in all conversations about behaviour
- Consistent **follow up**: Ensuring ‘certainty’ at all levels. Staff will take responsibility for behaviour interventions, seeking support to facilitate if needed.
- Consistent **positive reinforcement**: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour
- Consistent **consequences**: Defined, agreed and applied within the classroom and beyond as well as established structures for more serious behaviours
- Consistent, simple **rules and expectations**: Promoting appropriate behaviours and consistent high expectations.
- Consistent **respect and behaviour from all** even in the face of disrespectful behaviours.
- Consistent **models of emotional control**: Emotional restraint that is modelled and not just taught, staff as role models for learning, staff learning alongside learners
- Consistently reinforced **rituals and routines for behaviour around the school**: In classrooms, around the school, at reception

- Consistent **environment**: Echoes the vision, values and aims of our school
- Consistent **relationships**: Identified individuals will be given a 'known' person to provide consistent support as appropriate.

All staff, every day

1. Meet and greet everyone appropriately
2. Refer to being kind and respectful to yourself, others and property
3. Model positive behaviours and build relationships
4. Be sensitive to individual needs. Stay calm and give time to allow individuals to make good behaviour choices
5. Follow up every time, retain ownership and engage in reflective dialogue
6. Highlight positive behaviour across the school as often as possible
7. Take responsibility for addressing appropriately learners who are making poor behaviour choices

All learners, every day

1. Greet everyone appropriately when moving through the school environment
2. Follow the 3 Ss: Silent, Single file and Sign (sign language, smile, gesture)
3. Are kind and respectful

Rewards

We praise and reward children for good behaviour in a variety of ways:

- Staff congratulate children
- Staff give children stickers or certificates
- Written praise is recorded beside good work
- Each month we nominate a child from every class to be 'Star Pupil'
- Each 'Star Pupil' receives a certificate in an Achievement Assembly
- Each class also has their own chosen rewards
- Each week an extra 15 minutes playtime is given to the class which demonstrates the best playground behaviour
- Pupils' names added to Recognition boards throughout the school
- Each week we reward a child from every class by including them in 'Hot Chocolate Friday'; these are children who consistently exemplify our vision statement

The school acknowledges the efforts and achievements of children, both in and out of school. Pupil achievement in and out of school is recognised within PLPs, Friday Fix and is displayed on the school monitor in the entrance hall.

Consequences

Consequences will be tracked, as appropriate, by the adult who deals with the situation.

1. Warning
2. Behaviour communication card
3. Report to a member of the Senior Leadership Team and parents/carers informed. Appropriate consequences agreed.

Examples of unacceptable behaviours

- Fighting
- Vandalism

- Verbal abuse including responding inappropriately to another person
- Physical abuse including causing harm to another person
- Emotional abuse including bullying and discriminatory behaviours, causing distress to another person
- Theft

The class teacher will discuss the school rules with their class. In this way, every child in the school knows the standard of behaviour that is expected at Melrose Primary School. If there are incidents of anti-social behaviour, the class teacher will address these discretely in a way that is appropriate to the incident and/or the individual.

All members of staff will deal with incidents in a proportionate and consistent manner.

The school does not tolerate bullying of any kind. Acts of bullying or intimidation will be acted upon immediately to stop any further occurrences of such behaviour. We will do everything in our power to ensure that all children attend school free from fear of bullying.

The role of staff

The role of all members of staff is:

- to ensure that children are treated fairly, the school rules are enforced and that children behave in a responsible manner throughout the school environment
- to have high expectations in terms of behaviour, and strive to ensure that all children work to the best of their ability

The class teacher will contact a parent/carer if there are concerns about the behaviour or welfare of a child.

The role of the Senior Leadership Team

The role of the Senior Leadership Team is:

- to implement the school behaviour policy consistently throughout the school
- to ensure the health, safety and welfare of all children in the school
- to support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy

The Senior Leadership Team keeps records of all reported serious incidents of misbehaviour. They have the responsibility for ensuring that all decisions about consequences for serious misbehaviour will improve outcomes for the child. Exclusions will only be used as a last resort and will be a proportionate response where there is no alternative. (*Scottish Government 2017 Included, Engaged and Involved Part 2: A Positive Approach to Preventing and Managing School Exclusions*)

The Senior Leadership Team will liaise with external agencies, as necessary, to support and guide individual pupils.

The role of parents/carers

The school works collaboratively with parents/carers, so children receive consistent messages about how to behave. We explain the school rules in the school handbook, and we ask parents/carers to discuss these with their child.

We encourage parents/carers to support their child's learning and behaviour, and to work with the school. We try to build a supportive dialogue between home and school, and we inform parents/carers immediately if we have concerns about their child's welfare or behaviour.

If parents/carers have any concern about their child, they should initially contact the class teacher. If the concern remains, they should contact a member of the Senior Leadership Team. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.