

Policy to Promote Excellence in Behaviour and Relationships



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.



Date Update: January 2024

Review Date: January 2026

Our School Rule

To be kind and respectful to ourselves, others and property.

Policy Statement

Melrose Primary School is committed to creating a happy, safe and nurturing environment where everyone feels valued and respected. All members of the school community are expected to model high standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We have a clear understanding that all behaviour is communication. This 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 **our school rule – to be kind and respectful to ourselves, others and property**, through a partnership approach where everyone is treated fairly and consistently. It is underpinned by Scottish Borders Council guidance; ‘A nurturing approach is at the heart of our core values, vision and ethos in the Scottish Borders as this is crucial for learning, wellbeing and ensuring positive relationships are a hallmark of our communities.’ (SBC Includes: Nurturing Approaches Guidelines, 2021)

Aim of the policy

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

- promote positive behaviour
- facilitates an ethos of respect, consistency and compassion for all members of the school community
- helps all members of the school community take responsibility for their behaviour choices

Consistency in practice

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

- **Consistent, simple rules and expectations:** Promoting the school rule; to be kind and respectful to ourselves, others and property and the school values; to be Respectful, Responsible, Receptive, Resilient and Reflective
- **Consistent models of emotional control:** Staff model consistent emotional regulation
- **Consistent language, consistent response:** Simple and clear expectations reflected in all conversations about behaviour, using Zones of Regulation, Restorative Conversations and Scripting where necessary
- **Consistent positive reinforcement:** Reinforcing, encouraging and celebrating positive behaviour choices
- **Appropriate consequences:** ensure when necessary to use logical (make a mess clean it up) or natural consequences (child may not accept an apology right away).

Expectations for Staff

- Connection and attunement – connect and welcome each individual
- Regularly refer to the School Rule and the 5 Rs – displayed in all classes
- Model positive behaviours and build positive relationships
- Teach about and embed Zones of Regulation into regular practice
- Recognise and praise positive behaviour across the school as often as possible
- Be familiar with individual pupil needs and ensure these are communicated with relevant members of staff
- Stay calm and give time to allow pupils to make good behaviour choices
- Work restoratively
- Use the MPS Behaviour Toolkit consistently to inform practice and seek guidance where necessary

Expectations for Learners

- Be kind and respectful to self, others and property
- Demonstrate the 5 Rs; to be Respectful, Responsible, Receptive, Resilient and Reflective
- Follow the 3 Ss when moving around school buildings: Silent, Single file and Smile or Sign
- Understand and be able to use strategies for emotional regulation, using Zones of Regulation
- Be willing to engage in discussions about their behaviours and receptive to repair and restore

Recognition – see MPS Behaviour Toolkit

- House points
- Green Cards
- Positive phone calls
- Class recognition systems – e.g. stickers, ‘gems in a jar’, extra playtime etc
- Hot Chocolate celebration
- Playground recognition – colour ribbons corresponding to Houses
- Achievement Assembly
- Golden Book recognition
- Senior Leadership Stickers linked to 5 Rs

Consequences – see MPS Behaviour Toolkit

- Logical consequences e.g. make a mess, clean it up
- Apology made
- Repair and restore task
- Time out
- Loss of privilege
- Parent / carer contacted
- Positive tracking sheet individualised
- Behaviour plan
- Solution-based meeting with parents/child/SLT

Exclusions

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.

Bullying

Melrose Primary School does not tolerate bullying of any kind. Acts of bullying or intimidation will be acted upon to mitigate any further occurrences of such behaviour. We act in accordance with Scottish Borders Council’s *SBC Includes Respectful Relationships and Anti-Bullying Policy*.

The role of staff

The role of all members of staff is:

- to have high expectations in terms of behaviour
- to have a consistent approach to addressing behaviour, using the MPS Behaviour Toolkit
- to address low level behaviour using the MPS Behaviour Toolkit – repeated low level behaviours can be escalated to Senior Leadership Team (SLT)
- to communicate high level behaviours to SLT

The class teacher will contact a parent/carers to address low level concerns.

The role of the Senior Leadership Team

The role of the Senior Leadership Team is:

- to have high expectations in terms of behaviour
- to have a consistent approach to addressing behaviour, using the MPS Behaviour Toolkit
- to ensure the health, safety and welfare of all
- to respond to high level behaviour referrals, using the MPS Behaviour Toolkit
- to be 'On Call' throughout the week to support staff as needed
- to contact a parent / carer to address high level concerns
- to record high level behaviours (on Seemis) where necessary

The role of parents/carers

- to discuss the school rule and expectations with their child
- to work with school to create positive outcomes for their child

If parents / carers have concerns about their child they should:

- contact the class teacher in the first instance
- contact SLT if their concern remains

If the concern cannot be resolved, a formal grievance or appeal process can be implemented.

To be kind and respectful to ourselves, to others, to property

