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East Dunbartonshire Council

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Baljaffray Primary School
Promoting Positive Relationships Policy
2023 – 2024



The following articles from the United Nations Convention of Children's Rights were agreed with the Pupil Council.

	<p>Article 28: You have the right to an education.</p>
	<p>Article 12: You have the right to be listened to and your views valued.</p>
	<p>Article 24: You have the right to the best health care possible and to medical care.</p>



Be the best you can!

Rationale

In Baljaffray Primary every child or young person irrespective of background, gender, race and disability is part of a resilient and positive learning community.

Our school values are:

- Respect
- Resilience
- Honesty
- Kindness
- Effort



Our school values sit alongside our school code of conduct 'Ready, Respectful, Safe' – Appendix 2. To ensure that we are continuing to embed our values and vision throughout the school, we have recently updated our Anti Bullying policy, available to read on our website <http://www.baljaffray.e-dunbarton.sch.uk/media/16976/bps-antibullying-policy-2023.pdf>.

This Promoting Positive Relationships policy is being created to continue our commitment to promoting effective relationships with our whole community to celebrate the successes of our pupils, families and staff.

Being a UNICEF Gold Rights Aware School, <https://www.unicef.org.uk/rights-respecting-schools>, means that we embed children's rights in the school's policy, practice and ethos. Achieving Gold Rights Aware means there is evidence that:

- Our school has explicitly adopted a child rights approach based on the United Nations Convention on the Rights of the Child and has embedded it in school policy, practice and culture.
- Children, young people and adults in Baljaffray have a thorough understanding of child rights, and rights respecting attitudes and language are embedded across the school.
- RRSA has had a positive impact on children and young people's learning and wellbeing.
- Pupils see themselves as rights respecting global citizens and are advocates for social justice, fairness and children's rights at home and abroad.

Children and young people also play an increasingly leading role in driving progress.

In school we learn about the UNCRC by:

- Teaching and Learning about rights: through the curriculum, assemblies, interdisciplinary learning (IDL) topics, focus days/weeks and wall displays.
- Teaching and Learning through rights: by modelling rights respecting language and attitudes, and making strategic decisions that involve all of us.
- Being ambassadors for the rights of others: developing as rights respecting citizens. We explore the Global Goals for Sustainable Development to develop our pupils understanding of a global rights perspective. We strive to ensure that the children understand their rights and recognise everyone's right to dignity.

Our classroom and playground charters and our code of conduct outline expectations that children have of each other and the staff supporting them. This Promoting Positive Relationships Policy should help establish and maintain positive relationships and mutual respect within our learning community within a supportive and restorative ethos.



Article 13:
You have the right to say what you think and seek and receive all kinds of information so long as it is within the law

Aim

The aim of Baljaffray Primary School's Policy is to ensure the following:

- All pupils and staff in our school continue to feel safe, respected and included
- All pupils within our school feel happy and ready to learn
- We are supporting our pupils to be caring and thoughtful individuals, who respect and value the feelings, opinions, beliefs, property and differences of others
- Equal and Equitable behaviour strategies are in place to meet the needs of all pupils
- We are continuing to create a positive, stimulating learning environment, both in and out of the classroom, where positive attitudes and behaviour are encouraged and rewarded
- There is a consistent approach to informing and involving parents/carers regarding their child's emotions and exhibited behaviour.
- We encourage pupils to accept accountability for their actions and understand how their emotions impact on their behaviour

Implementation

Good organisation, lesson planning and preparation will help to create the right learning environment. Flexibility, choice and differentiation will help to support individual needs and promote positive relationships and behaviour. Through daily lessons, reminders and clear expectations we will explore, discuss and educate around the importance of our vision and school charter:

Ready, Respectful, Safe – Be the best you can!

These form the basis of all our conversations in relation to behavioural expectations. It is helpful if parents/carers can also discuss these words with their children. The purpose of these conversations is to find solutions and develop skills that will prevent problems in the future.

However, even in these conditions some children and young people will present behaviour that challenges or is difficult to interpret. The school uses approaches and strategies which are designed to help prevent and de-escalate difficult situations and identify and individual support needs.


Positive approaches to support behaviour focus on developing positive relationships, building skills and when appropriate developmentally appropriate logical sanctions – see Appendix 2.

To achieve this positive ethos all adults at Baljaffray Primary School:

- Create a climate in which children feel safe and secure
- Model behaviour which promotes health and wellbeing
- Use learning and teaching methodologies which promote effective learning

- Are sensitive and responsive to the wellbeing of each child
- Ensure children feel included, respected, safe and secure and where their achievements and contributions are valued and celebrated
- Remain calm, considered and consistent
- Have behaviour expectations for everyone
- Nurture and build relationships with unconditional positive regard for all
- Demonstrate commitment to supporting regular opportunities to reflect on, repair and restore all relationships

In the Playground

	<p style="text-align: center;">Article 31: You have the right to play and relax by doing things like sports, music and drama.</p>
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The role of our playground staff is to support the children as they play but also provide, if required, first aid, or assistance with resolving conflict. The playground charter <http://www.baljaffray.e-dunbarton.sch.uk/school-info/vision-values-and-aims/> is used to remind children of expected behaviours. Playground staff also support our Primary 6 and/or Primary 7 Peer Mediators with their restorative conversations. Peer mediation is a process where children involved in a disagreement, volunteer to discuss the issues with peers and explore how best to take matters forward.

Playground staff may also issue 'Reflection Cards' to give children the time they need to calm down before discussing an incident. These cards are then shared with the class teachers so that they are aware of any issues. The class teacher may deal with any conflict that has arisen in the playground through:

- Restorative discussions when the time is right
- Referral to SLT, if the behaviour is repetitive and not improving
- SLT arrange a meeting with parents/carers to discuss supports

There are times, however, that there is no need for the class teacher to intervene, as the issue has already been resolved in the playground with supervising staff or peer mediators.

Strategies and Resources to Encourage Positive Relationships at Baljaffray Primary School

The following strategies/approaches are used in school:

- Rights Based Approaches
- Restorative Practice
- Recognition Boards
- Promoting Alternative Thinking Strategies (PATHS) Programme
- Positive Postcards
- Effort Reports
- House Points
- Termly Rewards
- Nurture Principles

- Growth Mindset
- Break and Lunchtime Clubs
- Achievement Assemblies
- Active Leaders leading Playground Activities



Article 15:
You have the right to set up and join clubs.

Expectations of Pupil Behaviour

We have high expectations of behaviour from all our pupils. Pupils will be expected to:

- Conduct themselves in a safe, sensible manner and show regard and kindness to others
- Follow instructions given by staff
- Be polite and show respect to all staff and other pupils
- Show compassion to everyone within the school community
- Show respect for the opinions and beliefs of others
- Complete work to the best of their ability
- Show respect for the school environment and resources
- Show respect for the property of others
- Demonstrate behaviour in line with Baljaffray Primary values

House Points

Children are allocated to one of four Houses on arrival to Primary 1 - Sidlaw, Ochil, Campsie, Kilpatrick (SOCK). If the child has an older sibling, they will be allocated to the same house.

House Captains are selected from P7 through a house voting process and they are responsible for encouraging good behaviour, for leading and helping at Family Grouping, Sports Day, collecting and counting house points and assisting at assemblies.

Children are awarded house points by adults in the school for following their class charter, playground charter and our code of conduct as well as our school values.

Roles and Responsibilities

The Senior Leadership Team has overall responsibility for ensure the effective implementation of this policy. They ensure that the concerns of pupils are elicited, listened to and appropriately addressed and that the provisions of 'Getting it Right for Every Child' are taken into account when working in partnership with children, families and other professionals on issues of communication and behaviour.

All staff have a duty to ensure that the policy and procedures are followed. Appendix 1 highlights who is responsible for dealing with different incidents that may arise within the school environment. All staff encourage and manage positive relationships in school and act as role models within our learning community. The class teacher is the main influence in creating a positive environment in class by:

- Following the Baljaffray Way stepped sanctions consistently (Appendix 2)
- Setting high but achievable standards for children's work and behaviour
- Sharing learning intentions and success criteria prior to teaching
- Encouraging active participation and responsibility for learning, including opportunities for self-evaluation
- Offering a balance of appropriate learning experiences for all
- Positively reinforcing good work/effort/behaviour

Teachers are responsible for ensuring that all staff working with their class are aware of individual strategies being used, so that everyone is treated fairly and with respect. Staff have the right to work in a safe and respectful environment as per East Dunbartonshire Violence Against Staff Policy

Pupils are expected to take responsibility for their own behaviour on or off the school site and will be made fully aware of this policy and expectations. Learners also have a responsibility to ensure that incidents of disruption, violence, bullying behaviour and any form of harassment are reported.

Parent/Carer Roles and Responsibilities

Parents and families are regarded by the school as key partners who are asked to work in partnership with the school. Parents are expected to assist in maintaining positive relationships and high standards of behaviour and respectful relationships and are invited to raise with the school any issues arising from the operation of the policy.

Parents and families are expected to encourage their child to come to school with a willingness to co-operate with others and to carry out the learning tasks set by the class teacher. Parents should ensure that their child knows the standard of behaviour expected of him/her in school and understand the stepped sanctions of not acting responsibly. For example, if a child has had sufficient time to complete his/her tasks in school (and has understood/is capable of what has been asked) but has not completed his/her task, then this work **may** be sent home to be completed.

Additional Support Needs

We endeavour to provide support to meet children's needs and identify additional support needs as early as possible in order to ensure appropriate support. Most needs can be met within provision available in class. For children with identified needs that may impact on their wellbeing and /or their learning, a Universal support plan is established in the first instance detailing the supports in place within the classroom. This is shared with parents/carers and should further support be required then consent is sought from parents/carers to discuss their child at the school's Pupil Support Group.

The school uses the following targeted supports.

- Universal Support Plan
- Pupil Support Group
- Targeted Support Plan
- Team around the Child (TAC) Meetings

Recording and sharing of information regarding incidents that may arise


It is important that the school details a reporting, evaluation and learning process in response to an incident. This should be in line with the Council's procedure. Details of incidents should be reviewed at Senior Leadership Team meetings on a regular basis.

The school records any incidents of behaviour requiring significant support on the school database.

Information recorded and shared will be in line with GDPR procedures and EDC policy.

Please find below a list of all records, including completed forms that may be generated or amended by this procedure:

- Pastoral Notes the Scottish Education Educational Management Information System
- Bullying and Equalities Incident Form
- Individual Behaviour Plan

	Article 8: You have the right to an identity
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Review of Policy

- The policy will be piloted during session 2023/2024 and reviewed on a three-year basis, unless it is deemed necessary to look at adaptations prior to this.
- The next review will take place during session 2026/2027.

Appendix 1

Escalation Procedure – Who Does What

Low	Who?
<p>Behaviour Examples:</p> <p>Consistent talking in class</p> <p>Not following instructions</p> <p>Disrespect/unkind to others</p>	<ul style="list-style-type: none"> • Low level behaviours and incidents will be dealt with by the Support Staff and Class Teachers • Support Staff and Class Teachers to follow The Baljaffray Way Stepped Sanctions – Appendix 2
Medium	Who?
<p>Behaviour Examples:</p> <p>Name calling</p> <p>Pushing/hitting</p> <p>Swearing</p> <p>Not being honest</p>	<ul style="list-style-type: none"> • Any medium level behaviour or incident that occurs will be dealt with by the Class Teacher and where appropriate Senior Leadership Team • Class Teachers will inform Parents/Carers and discuss incident that has occurred. In most cases this will be a phone call as incidents must be dealt with promptly and Parents/Carers informed
Severe	Who?
<p>Behaviour Examples:</p> <p>Fighting</p> <p>Bullying</p> <p>Racist Incident</p>	<ul style="list-style-type: none"> • Any severe behaviour or incident that occurs must be reported directly to the Senior Leadership Team • Severe behaviours and incidents will be dealt with in an appropriate and supportive manner as per ECD and national policy and guidance • Severe behaviours and incidents will be recorded as per EDC policy

Where stepped sanctions have reached 'Time Out' three times within a week, this will be regarded a 'medium' behaviour and the relevant escalation procedure should then be followed.

Baljaffray Primary School



The Baljaffray Way
Be the best you can!

Our Values

- Respect
- Resilience
- Honesty
- Kindness
- Effort

Code of Conduct



Ready



Respectful



Safe



Restorative Questions

- What has happened?
- What were you thinking about at the time?
- Who has been affected by your actions?
- How have they been affected?
- What needs to be done to make things right?
- How can we do things differently in the future?

Adults at Baljaffray Primary

- Meet and greet all children.
- Are calm and consistent with high expectations for all.

Stepped Sanctions

1. Reminder
2. Warning
3. Last Chance
4. Time Out
5. Repair