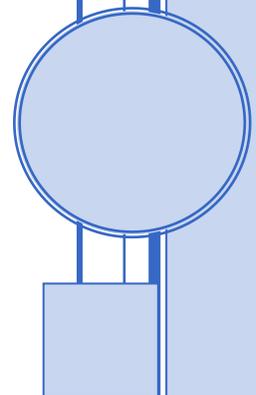




# GULLANE PRIMARY SCHOOL

## *RESPECTFUL RELATIONSHIPS POLICY*

2/19/2019



## GULLANE PRIMARY SCHOOL

### ***RESPECTFUL RELATIONSHIPS POLICY***

(This policy should be read in conjunction with our Assessment, Learning and Teaching, and Support for Learning policies.)

In Gullane Primary School, pupils are supported and nurtured in order to develop their aspirations for their future as learners and as positive contributors to society. We expect every pupil to put learning first, work hard and be respectful to themselves and others in order to achieve the highest academic standards. We offer a safe and enjoyable learning environment where respectful relationships are fostered and excellence is promoted.

### **VALUES**

The community of Gullane Primary School values: fairness, trust, honesty and respect (both physical and emotional), which offers everyone an inclusive, safe environment where they have the opportunity to become confident individuals, successful learners, effective contributors and responsible citizens.

### **AIMS**

The community of Gullane Primary School aims to:

- Provide for the whole child within a safe and stimulating environment which welcomes diversity, promoting equity and inclusion always valuing each child as an individual.
- Actively involve children in their education through the provision of high quality learning and teaching experiences with access to well-maintained resources that challenge and guide them towards achieving the four capacities of A Curriculum for Excellence.
- Nurture an effective partnership with parents and strive to further strengthen and develop new relationships throughout the local community.

In order to ensure success for all, we have in place a range of interventions to support pupils, develop positive relationships and refocus on learning. We encourage pupils to make good learning and behaviour choices throughout the school day and make it clear that poor choices have consequences for learning and achievement. High expectations of staff and pupils make positive contributions to learning across the school; consistent routines will be applied in classes and throughout the school to make expectations clear to learners.

We have one school rule - RESPECT.

Respect for:

- self
- others
- the environment

We expect children, parents and staff to follow and demonstrate this at all times, regardless of setting. To ensure consistency, all adults in Gullane Primary will:

- actively greet all learners.
- model positive behaviours.
- calmly and slowly deal with disruptive learners by ensuring they are supported to adopt more appropriate behaviour, giving 'take up time', every time
- follow up incidents personally and engage in reflective dialogue with pupils.

At the start of the school year, each class will also devise and agree its own rules, routines and sanctions. These should be revisited on a regular basis throughout the session to reinforce the standards set.

Gullane's Respectful Relationships Policy is underpinned by our Learning and Teaching Policy: effective inclusion of the pupil in daily high quality teaching i.e. differentiated activities that meet the needs of all individuals. It is essential that inappropriate behaviour is addressed in the moment by the adult witnessing the school rules not being met.

## IMPLEMENTATION

### Acknowledgements

Pupils deserve to be noticed when they are behaving and working well. This can act as an incentive for others and they will/may follow the example. It builds confidence and raises awareness about good work habits and behaviour. This acknowledgement might include:

- Praise both verbal and written.
- Use of comments and stickers/stamps in written work.
- Use of certificates by class teachers.
- Use of Class/House Points where appropriate
- Slips/notes home to acknowledge positive behaviour in appropriate cases
- Displaying evidence of positive actions.

### Consequences

Consequences will have a learning focus; building relationships and encouraging children to take responsibility. Restorative approaches are encouraged and supported (See Appendix 1). All pupils must be given time to regulate their behaviour between steps

If a child does not follow the school rule they are:

1. Reminded - of the expectations, repeating as necessary, deescalating and redirecting to keep things at this stage
2. Cautioned – a clear verbal caution is given and delivered privately, where possible, making the learner aware of their behavior and the consequences should it continue.
3. Given a last chance – Learners are spoken to discretely, positive choices are offered, and reminders of previous good behaviour are given.
4. Given time out – This may be in their own, or another, classroom with work. A short restorative conversation should take place afterwards.

It is not possible to miss out any steps or accelerate the process for repeated low level disruption. Secondary behaviours will generally be tactically ignored at the time they are displayed but will be discussed with the pupil when they are, once again, calm and rational.

For the purposes of consequences and sanctions, the school day will be divided into four sessions:

1. Session One – from the start of the school day until break time
2. Session Two – from break until lunch time
3. Session Three - lunch
4. Session Four – from lunch until the end of the school day.

Children will have the opportunity to ‘start afresh’ at the beginning of each session.

### Disruptive Behaviour

Inappropriate behaviour or disruption must always be dealt with promptly. Individual circumstances may vary so it is not possible to give a clear-cut strategy for dealing with every case. The following must be seen as unacceptable behaviour and must **never** be ignored:

Bullying	Deliberate disobedience	Dishonesty	Rudeness or insolence	Swearing
Dangerous behaviour	Discriminatory behaviour	Physical violence	Spitting	Vandalism

How to proceed:

We acknowledge that the dialogue between pupil and adult is a very important in dealing with unacceptable behaviour and incidents. Incidents should be investigated carefully and the pupils engaged in a discussion about their behaviour in order to ensure that there is clear understanding.

Possible actions to deal with behaviour outlined above:

- Class Teacher - Investigate, reprimand, and record in class log or file.
- Head Teacher - Investigate, inform parents if necessary. Consider next steps to provide a solution. Consult support agencies, action exclusion where appropriate or necessary, following procedures set out in East Lothian Council’s **Included Engaged and Involved: A Positive Approach to Preventing and Managing School Exclusions** (available on our website).
- Follow guidance set out in East Lothian Council’s **Included, Engaged & Involved: Managing Distressed and Challenging Behaviour** (available on our website).
- Discrimination - In line with **The Equality Act 2010** all members of the school community have a right to be treated fairly. Incidents that happen as the result of someone being treated unfairly due to protected characteristics will be dealt with following procedures set out in East Lothian Council’s **Respect for All** (available on our website).
- Bullying incidents will be dealt with following procedures set out in East Lothian Council’s **Respect for All**.

Staff should keep a record of incidents in their class log book. Date, time, those involved should be noted along with a signature from the member of staff dealing with the incident.

The Management Team (MT) has an important role to play in the management of the school's discipline. Staff are encouraged to send pupils to a member of the management team for positive recognition.

## **RESPONSIBILITIES**

The **Management Team** will:

- support and advise teachers in implementing this policy.
- ensure that this policy is understood and implemented by staff, pupils, parents and others.

**All staff** will:

- manage and implement this policy for the benefit of the school community
- communicate information about pupils' behaviour to the pupils themselves, to parents, to MT, to teachers and to other people concerned.

**Pupils** will:

- show respect for the health and wellbeing of the whole school community by following the school's Behaviour Policy

**Parents** will:

- show respect for the health and wellbeing of the whole school community by supporting and encouraging their child to follow the school's Behaviour Policy

## **MONITORING AND EVALUATION**

The responsibility for the implementation of this policy lies with all staff; however, promoted staff will, through routine quality assurance procedures seek to ensure that it is put into practice. All staff will be involved in evaluating the effectiveness of this policy.

## APPENDIX 1

Scripts (Taken from When Adults Change Everything Changes – Seismic Shifts in School Behaviour by Paul Dix)

### Remind:

Our school rules are: Be gentle; Work hard; Be honest; Listen to people; Look after property; and Be kind and helpful

### Caution:

- I noticed you are....
- I need to see you....
- I expect....

### Given a last chance:

- You need to understand that every choice has consequences.
- You have chosen to....If you now choose to do the right thing that would be fantastic. If you choose to....then this will happen.....
- Do you remember last week when you....
- *That* is who I need to see today.
- I will leave you to make your decision.

### Restorative meeting questions:

#### 1. What happened?

It is important to listen carefully and dispassionately to the child's account without interrupting or disagreeing. It is equally as important to give your account from your perspective without judgement.

#### 2. What were you thinking at the time?

This reflection helps the pupil to reconsider their actions and replay their thought processes.

#### 3. What have you thought since?

Many doors are opened through this question that might allow the pupil a change of attitude, a shift in explanation or even the possibility of an apology.

#### 4. How did this make people feel?

The child might have been unaware of how other people reacted to their behaviour. The link with the next question is clear. We want to make sure that the child has the opportunity to consider others. To think about the impact of their behaviour on classmates who were worried by their anger, visitors who were shocked or younger children who were scared.

#### 5. Who has been affected?

Often the first response to 'Who has been affected?' is simply 'Me, I got sent out, I am missing my break. It is only with some gentle encouragement that the child can see the bigger picture; you are teaching them to use their conscience. At the end of this section of the meeting ask the learner to

list the people who have been impacted before considering the next question, perhaps remarking, 'That's quite a lot of people who have been affected, isn't it?'

6. How have they been affected?

The 5-year-old who pushes in at the front of the dinner queue without any regard for the 29 children who are patiently waiting in line is taught that their behaviour can have an impact on others. Teachers in the early years of schooling spend a great deal of time showing children how their behaviour affects others. They are deliberately encouraging the child to have empathy with other people.

7. What should we do to put things right?

For many adults this is the moment to sit back and wait for an apology to be offered. In many restorative meetings this question can up the ante. Run badly the meeting can seem like a build up to it, so it is important that an apology is not demanded. There may be other ways to put things right. Even if an apology is the obvious 'correct' step from the adult's perspective, resist the urge to guide the conversation that way. Every parent knows that a forced apology is worthless. It might take the child time to reach this point.

8. How can we do things differently in the future?

A little bit of forward thinking and/or visualisation is not a bad thing. It is likely that the child will meet similar situations and frustrations in the coming days. Some prior planning will help them to recognise when