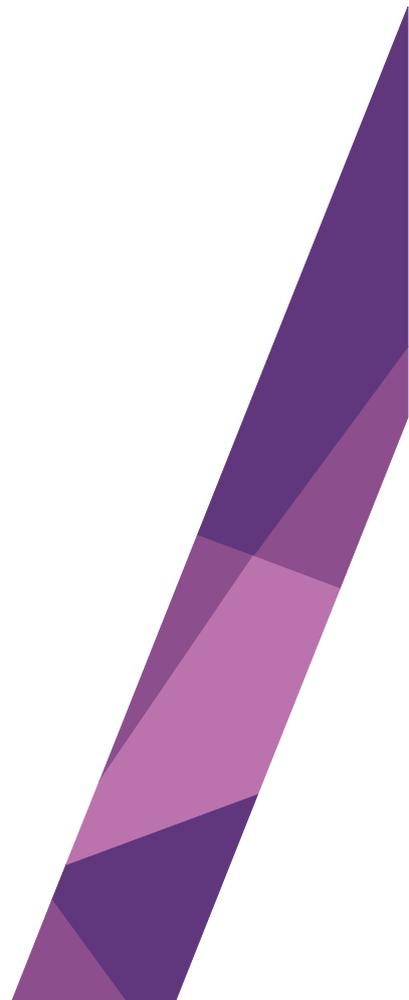




From mountain to sea

Crudie School

Positive Relationships Policy



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1 Purpose

“Developing good relationships and positive behaviour in the classroom, playground and wider community is essential for creating the right environment for effective learning and teaching. Where children and young people feel included, respected, safe and secure and when their achievements and contributions are valued and celebrated, they are more likely to develop self-confidence, resilience and positive views about themselves.”

Better relationships, better behaviour, better learning, 2013

At Crudie School the positive ethos and climate of respect based upon our shared values, is key to learning. The purpose of this policy is to outline what we do to promote positive behaviour within Crudie School and provide guidance on how we manage behaviour.

2 Values

At Crudie School we have developed a set of values in conjunction with pupils, staff and parents. Our shared values are an excellent foundation for building positive relationships and behaviour on. Our values are:

Caring

Responsibility

Respect

Determination

Cooperation

These are prominent within the school and, in our weekly assemblies, we commend those who demonstrate them.

At Crudie School we also have a set of Golden Rules which complement the values. These are a group of positive statements to encourage respectful behaviour around the school.

- We are gentle
 - We are kind and helpful
 - We listen
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- We are honest
- We work hard
- We look after property

3 Approaches

At Crudie School, we believe that by promoting positive relationships, we create a positive learning environment perfect for enabling quality learning and teaching to take place. Some of the approaches that we use include:

- Head Teacher's Award
- Values awards
- Celebration of successes and achievements
- Assembly
- Happy to be me programme
- High quality dialogue and feedback
- Staff – parent interactions
- Curricular programmes – Health and Wellbeing, citizenship, RME
- Circle Time
- Restorative Practice
- Restorative buddies
- Our Learning Journey Wall
- Certificates and stickers
- Class rewards
- Blogs
- Transition programmes

4 Roles and Responsibilities

At Crudie School we believe that all stakeholders have a responsibility to demonstrate the following:

- Respect the rights of others.
- Develop positive relationships in which all parties are listened to and supported.
- Model respectful language and behaviour.
- Create a welcoming and safe environment in which everyone feels secure.
- Recognise and celebrate the skills and achievements of each other.
- Promote and follow our school values.
- Contribute to the life and work of the school and local community.
- Work in partnership with each other.

5 Professional Learning

Staff access relevant training opportunities to support their professional development. These aim to improve their knowledge, understanding and skills thus securing positive outcomes for pupil's wellbeing and learning.

6 Procedures

We promote positive behaviour to reinforce a shared understanding of what is appropriate. We recognise that there may be times when we have to deal with inappropriate behaviour. In this event, Crudie School has consulted with stakeholders in order to create a staged behaviour and responses chart. This gives guidance as to the possible support measures/response that would be taken. Any sanctions used are appropriate to the behaviour that has occurred.

It is important to understand that some pupils may have additional support needs where their behaviour is affected by particular difficulties or that unacceptable behaviour may stem from personal problems or challenges. We still expect all pupils to try their best and follow our expectations for behaviour but strategies for managing behaviour will be tailored to individuals based on our knowledge of them.

Behaviour	Possible response
<p>Stage 1</p> <p>Low level, disruptive behaviour, which is beginning to impact on the rights of others.</p>	<ul style="list-style-type: none"> • Restorative conversation • Teacher/PSA management systems • Thinking time

	<ul style="list-style-type: none"> • Universal support • Reminder of Golden Rules and Values
<p>Stage 2</p> <p>Repeated unacceptable behaviour/language (including persistent low level behaviours) after restorative approaches have been put in place.</p> <p>Disruptive behaviour which is having a notable impact on the rights of others.</p>	<ul style="list-style-type: none"> • Restorative conversation • Restorative Circle Time • Reminder of Golden Rules and Values • HT involvement • Contacting parents/carers • Targeted support
<p>Stage 3</p> <p>Ongoing unacceptable behaviour/language after stage 2 approaches have been put in place. Disruptive/disrespectful behaviour which is having a significant impact on the rights of others.</p> <p>Serious incident.</p>	<ul style="list-style-type: none"> • Restorative conversation • Behavioural risk assessment • GIRFEC meeting with the likely involvement of supports out with Crudie School or from other agencies • Individual Education Plan • Aberdeenshire's Bullying Staged Guidance • Exclusion

Staff aim to be positive in these situations. Teachers may have strategies/sanctions of their own in addition to the above.

Aberdeenshire policies and procedures are used to support staff when dealing with learners displaying exceptionally challenging behaviour. These include:

- Violence at work Policy
 - Violent Incident Reporting System
 - Physical Intervention Policy
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Where a criminal offence has been committed the Head Teacher will contact authority Legal Services and/or Police Scotland.

Exclusion is only considered in severe and exceptional circumstances; the procedures for which are followed in accordance with Aberdeenshire Council's policy on exclusion from school.

7 Restorative Approaches

Restorative approaches are a range of strategies which are used to support pupils by helping them talk about their feelings, take responsibility for their actions and develop the skills necessary to repair relationships. Everyone affected by a behaviour, a conflict situation or a problem is involved in a discussion using questions like the ones below:

- What happened?
- What were you thinking at the time?
- How were you feeling?
- What have you thought about since?
- Who has been affected by what happened?
- In what way?
- What do you think needs to be done to put things right?
- How can we make sure that this doesn't happen again?

Throughout this process we try to:

- Actively listen and encourage the person to talk by asking open questions, supporting, summarising.
- Be empathetic (listen for feelings, experiences, behaviours).
- Use a 'solution' rather than a 'blame' approach.
- Have discussions in a suitable location, involving those who were involved.
- Be firm but fair.
- Be aware of our body language, tone and facial expressions.

And we try not to

- Judge or take sides.
- Give advice or reprimands.
- Express surprise, anger or disapproval.
- Make assumptions about the truth.

At Crudie School, we have also trained older pupils as Restorative Buddies. Through a series of lessons, role play, and support, these pupils have learned how they can help their peers work through low level disagreements.

8 Policy Review

This policy will be reviewed through:

- Ongoing reflection and evaluation
 - Seeking stakeholders views and opinions
 - Consultation methods
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