



Promoting Positive Relationships and Behaviour Policy

“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 Learning, Better Behaviour, 2013.

At Simpson Primary School we aim to provide a safe and caring environment for every child, where positive behaviour is encouraged in every area of the school. The promotion of high expectations of positive behaviour is central to the success of learning and teaching in our school. Positive relationships between children and with staff play a key role in creating a nurturing environment for all learners. ([UNCRC Article 3](#), [UNCRC Article 19](#), [UNCRC Article 29](#))

Our school vision **“Strive To Be The Best You Can Be”** drives the promotion of our school values and aims.

Our positive relationships and behaviour policy reflects our shared values, which have been developed in consultation with the school community and parents. ([UNCRC Article 5](#), [UNCRC Article 13](#)) These are:

Respect The words I use to others will be respectful.

Fairness I will treat others the way I would like to be treated.

Kindness I will use my hands and my feet appropriately.

Honesty I will tell the truth.

Courage I will have the courage to make good choices.

The promotion of our school Vision, Values and Aims, alongside the six principles of nurture <https://www.nurtureuk.org/nurture/six-principles-nurture> are central to our school’s approach to wellbeing.

Promoting Positive Behaviour

At Simpson Primary School every effort is made to recognise and praise positive behaviour. In fostering a positive ethos it is important that rules and expectations are clear, understood and shared. Every class creates a Class Charter linked to the UNCRC and in line with our school rules.



Our Rules



At *Simpson Primary* we are:

READY to learn.

RESPECTFUL to each other and to property.

SAFE in and out of school and online.

The following positive strategies are employed to promote positive behaviour:

Classroom Environment

All children are supported in raising and sharing social, behavioural and friendship issues through;

- discussing our school values and rules regularly e.g. in class or at assemblies
- displaying our school values around the school
- participating in national Anti-Bullying Week
- regularly discussing appropriate playground games and behaviour
- opportunities to share issues or concerns e.g. during circle time discussions or with trusted adult

Recognition Board

Each classroom has a positive recognition board with a short term focus on promoting a particular behaviour. Children can be nominated by staff or peers and names are added to the board when they are recognised for displaying the identified behaviour. Each time a child is recognised they will also receive a House point. Learners are recognised for their effort rather than their achievement. The recognition board fosters a positive, collaborative approach, with the class working together with the aim of everyone being recognised for their positive behaviour choices.

Class Reward Systems

To help with classroom organisation and to promote positive behaviour, teachers may also implement a collective reward system for pupils in class. Rewards will be agreed with pupils and expectations made clear.

Assemblies

During assemblies, staff are able to celebrate pupils' achievements and positive behaviour through our Simpson Stars certificates and Values postcards. Assembly offers the opportunity as a school to reflect on our values and choices to promote positive behaviour.

Hot Chocolate Fridays

Hot chocolate Fridays recognise the efforts of children across the school striving to be the best they can be. These take place in the comfort of our Snug.

Positive Phone Calls

Positive phone calls home are made to share success and acknowledge effort.

Playground Behaviour

Pupil Support Workers have an important role in encouraging a climate of mutual respect and co-operation in the playground. House points may be issued for positive behaviour or attitude. In the event of unacceptable behaviour in the playground, Pupil Support Workers will manage this in the first instance and Class Teachers will also be informed.

House Point System

The aim of the House System is to encourage children to try to work together in teams, creating a sense of pride and loyalty. At Simpson Primary School pupils are divided into four Houses with associated colours. These are: Bruce (blue), Castle (yellow), James Young (red) and Leyland (green). On enrolment, pupils will be allocated to a House; siblings will be in the same House. At the start of each session, all pupils in each House will be involved in electing two Captains and two Vice-Captains from Primary 7. Results will be announced at a celebratory assembly.

Allocation of House Points

Pupils will be awarded individual points for a range of positive actions, such as;

- showing respect towards others, for example, in the way we talk or listen to one another, or holding a door open
- being kind to others in a time of need, such as helping a peer with their learning or supporting a younger child with a school routine

Collection of House Points

House points will be recorded on charts displayed in every classroom. P7 House Captains have the responsibility of collating the points. The points will be totalled with the winning House of the Week being shared on a Friday. A running total of points will also be kept with a House Reward organised each term.

House Rewards

Each week, pupils in the winning House will receive 5 minutes extra break time on the following Monday.

In addition, at the end of each term, the House with the most points will receive a termly award. The House Captains and Vice-Captains alongside the Senior Leadership Team will organise these events. Possible reward events could be;

- sports afternoon – a range of sporting activities and resources for children to select from
- arts and crafts – a variety of art or craft activities on offer including P7 pupils teaching origami, puppet designing and seasonal crafts

Strategies for Inappropriate Behaviour

At Simpson Primary School we recognise that inappropriate behaviour can stem from a child's need to communicate challenges or difficulties they may be facing. It is our aim therefore, to establish and understand the reasons for the child's behaviour so that we may then support the child. We have a whole school approach to consistently and fairly deal with inappropriate behaviour.

It is important for children to begin with a fresh start each day.

Class teachers and Pupil Support Workers will deal with inappropriate behaviour in the first instance. Serious and persistent inappropriate behaviour will be reported to the Senior Leadership Team. Staff at Simpson Primary will respond to inappropriate behaviour by:

- reminding children of the school values and rules
- providing support to allow children to change the behaviour
- implementing fair and appropriate adult responses (as noted below)
- informing parents/carers of inappropriate behaviour at an early stage to allow support for the child

Responses to Inappropriate Behaviours

Where school rules are broken, an agreed staged set of responses will be applied consistently and explained clearly to the child. Individual circumstances and needs will be taken into account and responses will be appropriate and in proportion to the inappropriate behaviour. Staff will use their professional judgement to determine when a pupil moves onto the staged responses. This will follow an initial flyby reminder of the instruction and/or the behaviour we are looking for.

The agreed responses for re-occurring inappropriate behaviours are (see Appendix 1):

Step 1: Reminder

Step 2: Warning

Step 3: Warning - last chance

Step 4: Refresh - move seat or change of activity

Step 5: Time out - spent in another classroom or designated area

Step 6: Procedures if inappropriate behaviour continues:

- a. Phone call home from class teacher and agree next step
- b. Discussion with member of SLT

Serious misbehaviours, such as violence towards others, do not warrant this staged approach and will directly involve the Senior Leadership Team providing assistance.

Reflection Time

Teachers may use 10 minutes at the end of the day for children to reflect on their learning from the day/week. This provides a private opportunity for teachers to discuss with the pupils displaying inappropriate behaviours our school values and high behaviour expectations. If a pupil reaches Step 5 three times in a single week staff should move to Step 6 with parents being informed and information being recorded on our pastoral notes system.

Repair - Restorative Practice

Restorative practice is a set of principles and practice that encourages children to recognise their behaviour by thinking through the causes and impact of this. A restorative conversation can be facilitated with the individual child or between a group of children to resolve conflict. Restorative conversations focus on a set of key questions that help children think about their behaviour, its consequences and understand what they can do to make it better:

- What happened?
- What were you thinking and feeling at the time?
- What have you thought about it since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen to make things right?

All parties involved are treated equitably and offered time, space and check ins following an incident.

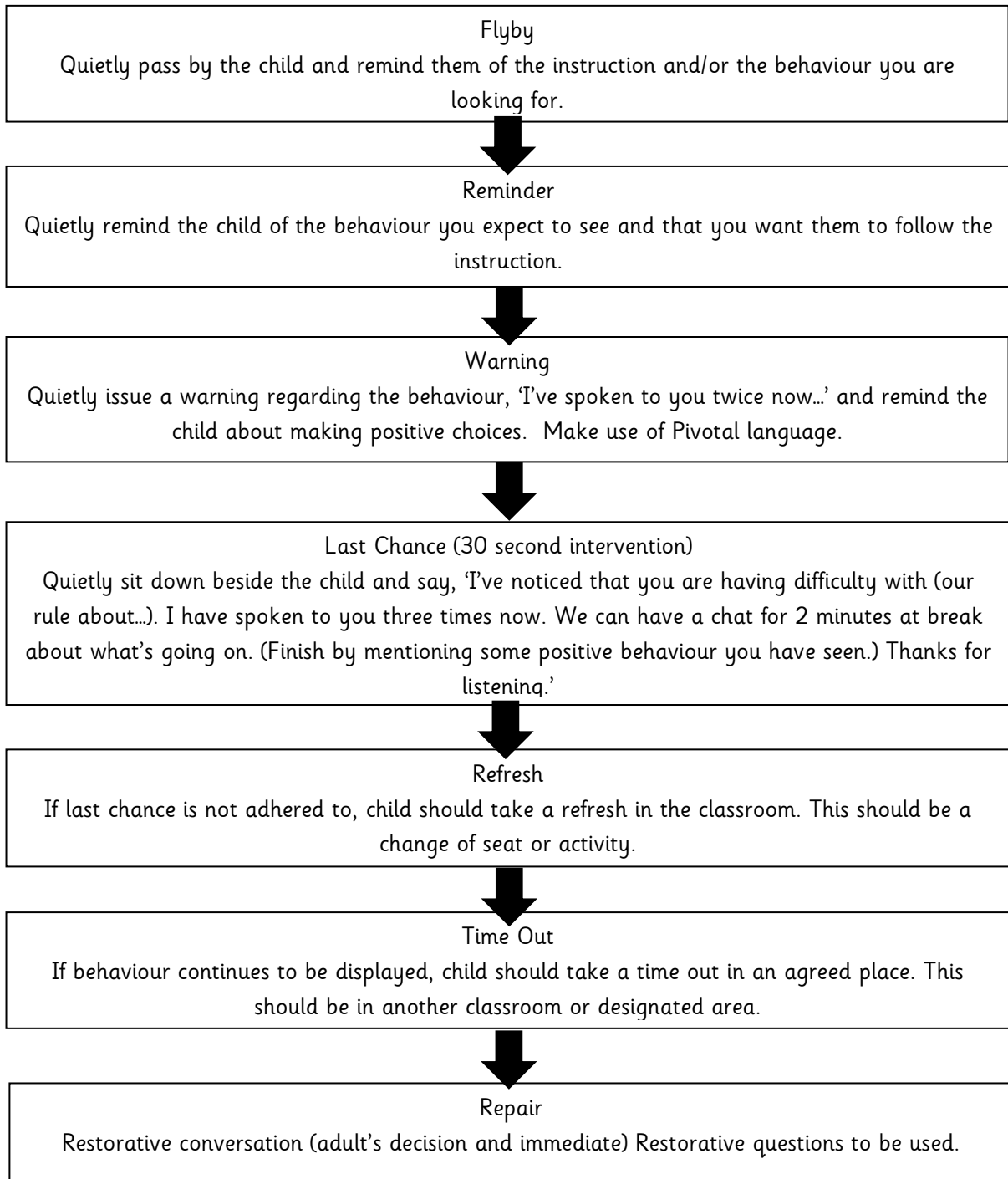
Supporting the needs of all

At times, this approach will not be appropriate for all children. We recognise that some children may require a range of strategies or support interventions to enable them to have positive relationships and engage with learning. Through our Health & Wellbeing curriculum and in line with Getting it Right for Every Child (Scottish Government, 2022), we support the diverse range of needs across our school community. More information regarding the wide range of universal, targeted and enhanced supports used across the school can be viewed in our HWB Sway at the link below. This Sway also contains further advice and support for parents/carers.

<https://sway.office.com/BwvIHCBMGzsupZgA?ref=Link>



Agreed Interventions



Potential Consequences for Low Level Disruption
 Reflection time (within classroom)
 Quick action response, e.g. move to front of line, remove object, move beside the teacher
 Act of Kindness

Potential Consequences for Medium Level Disruption
 Reflection time (in an agreed place)
 Phone call home from Class Teacher
 Reduced break time, e.g. loss of 5min
 Act of Kindness

Potential Consequences for High Level Disruption
 SLT Support
 Phone call with parents
 Change of break time
 Family Meeting/ Restorative Meeting
 Positive Response Plan created