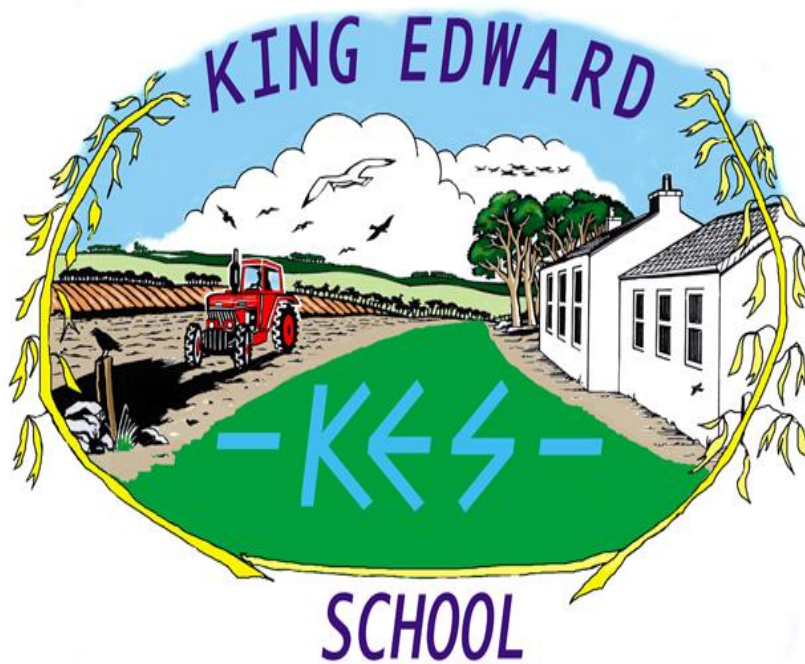


RELATIONSHIPS POLICY



King Edward Primary School
September 2019

Purpose

At King Edward School we believe that every child and young person has the right to feel safe, be educated, be listened to and play. The values outlined in Aberdeenshire's policy for 'Getting it Right for Every Child', ensures our children and young people are safe, healthy, achieving their potential, nurtured, active, respected, responsible and included. The purpose of this policy is to outline what we do to promote positive behaviour and relationships and how we manage behaviour.

School Vision and Values

At King Edward School our vision based on whole school community shared values is that King Edward is a happy, safe and stimulating learning community that supports the development of the whole child and where everyone aspires to be the best that they can.

Our School Values are at the heart of everything that we do –

Respect

- Respect Ourselves
- Respect Others
- Respect our School
- Respect our Community and Environment

Responsibility

- Behave Well
- Have Good Manners
- Be honest and trustworthy

Friendship

- Be Fair
- Work Together
- Be Understanding

Working Hard

- Do Your Best
- Challenge Yourself
- Aim High

Stay on the Right Track to Excellence



We want King Edward School to be a happy, safe and stimulating learning community that supports the development of the whole child and where everyone aspires to be the best that they can

Approaches

Everyone at King Edward School believes that by promoting positive relationships a learning environment is created that enables quality teaching and learning. The approaches we use provide staff and learners with simple tools to use to positively reinforce good behaviour that are closely linked to our school values.

- Positive reinforcement (green cards – ‘Caught on Track’)
- ‘Caught on Track’ wall display and shared with parents via homework diary
- Development, implementation and positive evaluation of the ‘King Edward Kid’s Code’
- Consistency of the ‘King Edward Kid’s Code’ – **all** adults in the school
- Restorative Practice
- Use of reward systems, e.g. effort stamps, golden time (30 minutes a week), smiley face badges and merit certificates
- Celebration of success and achievements at Assemblies – merit certificates, shout outs (Caught on Track)
- Each class has a copy of the School Values displayed
- Each class regularly discuss, refer to and reflect on the School Values e.g. ‘Secret Student’
- SeeSaw App comments
- Compliments and Good News book
- Achievements notice board and folder
- ‘Happy to be Me’ programme
- ‘Talkabout’ programme
- Circle Time
- ‘BounceBack’ programme
- Parent appointments where necessary

Everyone at King Edward School has the responsibility to demonstrate our school vision and values by

- Showing respect towards each other
- Modelling good behaviour
- Keeping everyone safe and happy
- Being honest and trustworthy
- Being fair and treating others the way we want to be treated
- Being understanding

Procedures



King Edward Kid's Code

In consultation with pupils it has been decided that a new behaviour system needs to be implemented. Pupils and staff met on several occasions to discuss the issues and the way forward. It was decided that the system would take the form of yellow, red and green cards. Below is a breakdown of the system - If low level behaviour must be checked by an adult the following steps will be taken

- A verbal warning
- An official warning (W hand sign)
- A yellow card (2 minutes off Golden Time)

In the case of 'a little naughty'

- A yellow card (2 minutes off Golden Time)

In the case of 'a big naughty'

- A red card (5 minutes off Golden Time)

Green cards are given for outstanding/exemplar behaviour (3 green cards = 1 stamp)

As decided by all pupils, behaviour that is recognised as -

Low level behaviour includes - not listening, being too rough, not working hard, distracting others, noisy/silly in the dinner hall/toilets, interrupting, running in the corridors

'A little naughty' - Yellow Card - being rude, name calling, telling lies, unkind comments

'A big naughty' - Red Card - physically hurting someone else, swearing, damaging school/others property, stealing, a deliberate act, outbursts

Outstanding/Exemplar behaviour - Green card - helpful, kind, considerate, sensible

Pupils and Staff agreed that parents should be informed when behaviour has resulted in a card being given via the pupil's homework diary. Staff will keep a record of all cards issued to pupils.

Posters will be displayed in all school areas.



Treat Others the Way You Want to be Treated

Restorative Practice

Building and nurturing positive relationships is at the heart of a successful and happy school. In this type of environment everyone is more likely to want to work, more likely to achieve and less likely to be hurt or to feel excluded. Repairing the harm done to relationships in the event of conflict and inappropriate behaviour is a high priority at King Edward School. We strive to be a truly restorative school community with a systematic, pro-active use of restorative thinking right across the whole staff, pupils and school partners, to find solutions to conflicts rather than focus on who started it and why. A Restorative conversation will take place before the 'King Edward Kid's Code' is used, the code will be referred to and discussed during the restorative conversation, coming to a joint decision of any sanctions.

Restorative Values

- Children develop a sense of fairness, justice, right and wrong.
- Children change and their behaviour can change.
- The way we work with and relate to a child can influence his/her feelings, thoughts and actions.

Restorative Conversations

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.

Restorative Questions

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?



It is important to understand that some pupils have additional support needs where their behaviour is affected by difficulties or from personal challenges they are facing. 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.

Aberdeenshire Council policy and procedures are used to support staff when dealing with exceptionally challenging behaviour. These include the 'Violence at Work' policy, the 'Violent Incidents' reporting system and the 'Physical Intervention' policy. Where a criminal offence has been committed the Head Teacher will contact Aberdeenshire Council Legal Services and Police Scotland. Exclusion is only considered in severe and exceptional circumstances. Aberdeenshire Council's policy on exclusion from school would be followed in such cases.

Behaviour on the Bus

Some King Edward pupils travel to and from school on an Aberdeenshire Council Approved bus. Aberdeenshire Council shall take reasonable care for the safety of pupils while they are using transport provided by external operators on behalf of Aberdeenshire Council. Parents/Carers are responsible for the conduct of their children on the school bus. Schools are not required to supervise this transport. If the transport company informs the school of pupils misbehaving on the bus the parents/carers of these pupils will be informed.

*This policy was reviewed and agreed by staff on 13th February 2013
Shared with parents at Parent council 21.2.13 and pupils in March 2013(assemblies)*

Addition of the 'King Edward Kid's Code' January 2016

*This policy was shared/reviewed with staff and parents/carers October 2019
Procedures within this policy are shared with the children on a yearly basis or more often if necessary*