



BANCHORY-DEVENICK SCHOOL

Positive Relationship and Behaviour Practice Statement



"No significant LEARNING occurs without a significant RELATIONSHIP" - Dr James Comer

1. Statement

Banchory-Devenick is a Rights Respecting School, and we work hard to build strong and supportive relationships across the community which are based on open, honest and timely communications. Children's rights are constantly modelled and taught, and we encourage our pupils to think about the responsibilities that go alongside upholding both their own rights and the rights of others. In doing so, we aim to foster a mature, caring and nurturing approach to learning and playing together, where pupils, staff and parents/carers show mutual regard and respect. We expect our pupils to show consideration for others so that they are ready to learn and thrive in a safe and positive environment.



At Banchory-Devenick, the ongoing wellbeing of the children in our care is at the heart of everything that we do. We aim to create a positive and welcoming ethos and environment where all feel **S**afe, **H**ealthy, **A**ctive, **N**urtured, **A**chieving, **R**espected, **R**esponsible and **I**ncluded (**SHANARRI**). We are committed to **G**etting **I**t **R**ight **F**or **E**very **C**hild (**GIRFEC**) through ensuring that we take a co-ordinated approach to supporting all children and families as and when they need it. Our school values (Respect, Kindness, Teamwork, Resilience, Responsibility) remain at the heart of our approach to establishing strong relationships and promoting positive behaviour.



This policy statement has been written in collaboration with the Rights Respecting School's group. It has been shared with pupils and staff in assemblies and is shared with parents via the school website.



Aims of the Policy

The purpose of this policy document is to:

- ✚ Explain how we promote, form and establish positive relationships at Banchory-Devenick School
- ✚ Outline how we show children that they are valued and appreciated.
- ✚ Explain how we encourage good behaviour in the classroom.
- ✚ Explain how we encourage good behaviour in the playground.

- ✚ Outline how we ensure that the children know the expectations.
- ✚ Clarification of what the expectations are.
- ✚ Outline the steps we take if these expectations aren't met.
- ✚ Explain what parents/carers can do to support.

How Do We Promote, Form and Establish Positive Relationships?

- School values are displayed all around school and are regularly referred to in assemblies and in our values song. We ensure that all children know what the values are and, more importantly, know what they mean.
- All new children receive a magnet with our school values on to take home.
- At the beginning of the school year, each class makes a charter based on the school values. These charters are prominently displayed in the classroom and are regularly referred to.
- We encourage the children to include others, e.g. by talking to them, playing with them (Buddy Bench), working with them.
- Through assemblies, e.g. social stories, role play, Fischy music songs.
- Buddying opportunities where the older children and younger children work together. E.g. Book Buddies, Forest Schools, one-off projects.
- Through social occasions such as Positive Playtimes, Loose Parts Play, residential trips, clubs, Meet and Greets with the parents, Parent Council events.



How Do We Show Children That They Are Valued and Appreciated?

- Pupil Voice groups and the Pupil Voice boxes allow children to have their say. The 'You Said/We Did' board shows them that their ideas and opinions matter and are actioned.
- Share and celebrate pupil and staff achievements both in and out of school, e.g. in class, in assemblies, in pupil folios, on the school Twitter page.
- Encourage and support others, e.g. a cheer, a clap, a kind word etc.
- Smile at people...it lifts them and it lifts you.
- Good manners...please and thank you go a long way.
- Actively listening to others and showing enthusiasm for their ideas and opinions.
- Making sure that everyone has a say.
- Treating everyone fairly and offering explanations as to why decisions are made.

How Do We Encourage Good Behaviour in the Classroom?

- Establishing positive relationships between the children and the adults who work with them which are based on mutual respect.
- Setting clear academic (work) and social (behaviour) expectations for each task.
- Ensuring that work is pitched at an appropriate level for each individual child.
- Providing appropriate support and reinforcement.



- Teaching independence and responsibility.
- Ensuring that work is relevant and that the children understand the purpose of a task.
- Teaching resilience and that it's okay to get things wrong.
- Setting good examples, e.g. adults to children, older children to younger children.
- Working safely and responsibly.
- Teaching and promoting teamwork.
- Providing opportunities for independence and additional responsibilities.
- Looking after resources and other people's belongings.
- Positive praise and affirmation.



How Do We Encourage Good Behaviour in the Playground?

- Positive Playtimes and Loose Parts sessions: these give an opportunity to teach new games, model how to choose the 'it' person fairly and how to include others.
- Having clear behaviour expectations.
- Providing a variety of toys and games for children to play with.
- Adhering to the rules of a game.
- Choosing the 'it' person fairly.
- Raising the profile of the PSAs as the adults in charge at breaktimes and lunchtimes so that the children listen to what they say and respond accordingly.
- Sorting out issues as and when they occur so that a 'little deal' doesn't become a 'big deal'.
- Explaining reasons why, e.g. don't kick that football over there because it might hit a little one'.
- Encourage turn taking.
- Ensuring that pupils have the opportunity to join in games if they so wish: our Health Promoting group are in the process of relocating the Buddy Bench to a better position in the playground.
- Seeking help from a PSA if something goes wrong or help is needed.



How Do We Make Sure the Children Know the Behaviour Expectations?

- When the children make their annual class charters, class and playground expectations based on our school values are reviewed and incorporated into the charters which are then displayed in classes and referred to.
- Good behaviour is explained and modelled as part of lessons and in assemblies through stories, role play, video clips and singing.
- Contexts for Learning include themes such as Anti-Bullying, Cyberbullying, Friendships, Racism and Prejudice etc. These give opportunities to reinforce the importance of tolerance, understanding and acceptance.
- The Pupil Voice group pick out 'special' days for us to recognise and celebrate, e.g. Hello Yellow Day, World Smile Day, 'Yes' Day. These give opportunities for us to recognise the importance of looking after our own mental health and in doing so, helps us recognise when other people's mental health may be low.

- Positive Behaviour and Buddy Bench expectations are clearly displayed in each class for children and adults to refer to.

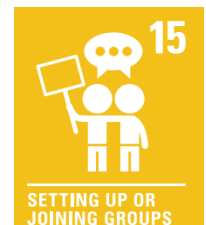
What Are Our Expectations?

Staff

- To model rights respecting language and behaviours.
- To listen and show respect to all children and their parents/carers.
- To treat all children equitably and fairly.
- To create a supportive and inclusive environment in classes where pupils feel safe to express themselves, experiment and learn.
- To form positive relationships with parents/carers.
- To recognise, value and celebrate the skills and abilities of all the young people in their care.
- To ensure the curriculum provided is broad, balanced and differentiated to meet the needs of the individual learners.
- To respond to negative behaviour, ensuring the child(ren) understand what the behaviours were, why they were inappropriate and the reasons for any consequences/sanctions implemented.
- To share any concerns with parents about their child's progress/development.
- To be familiar with and follow Banchory-Devenick School's Positive Relationships/Behaviour and Anti-Bullying Practice Statements, in order to ensure a consistency of approach across the school.

Pupils

- To know, understand and demonstrate our school values.
- To follow the expectations set out in our class and school charters.
- To know our own rights and respect the rights of others.
- To respond to any situations that arise honestly and openly.
- To develop empathy for how we make others feel.
- To understand that there are consequences to inappropriate/unacceptable behaviour.
- To understand that staff look out for all children and aim to do what is best and fair for everyone.
- Accept support/guidance where needed.



Parent/Carers

- Support the school Relationships/Behaviour and Anti-Bullying Practice Statements.
- Familiarise themselves with the school's work on Children's Rights.
- Discuss positive behaviour expectations with their child/children...the values magnets are a great resource for this.
- Show an interest in their child's school day, and celebrate their efforts, achievements and successes.
- Inform the school of achievements out with school so that we can celebrate those too.
- Provide the school with relevant background information about their child, including any changes to their circumstances.

- Notify the school in a timely manner if they have any concerns about their child, so that we can follow it up and act before it becomes a 'Big Deal'.
- Treat school staff, other parents and children with due respect.

What Steps Do We Take If These Expectations Aren't Met?

At Banchory-Devenick, we believe that restorative discussions/approaches are key. If we want a child to change their behaviour, it is important that they understand why what they are doing is inappropriate, harmful or hurtful. Restorative discussions/approaches support pupils by helping them talk about their thoughts and feelings, take responsibility for their actions and develop skills to rebuild and repair relationships. As such, each case we deal with is treated individually and where appropriate, notes are recorded so that we can recognise any emerging patterns/triggers. Within these restorative conversations, clear boundaries are set, and appropriate consequences put in place. These may include:

Behaviours	Consequences
<p><u>Low Level Disruption</u> Behaviour which is beginning to impact the rights of others:</p> <ul style="list-style-type: none"> ▪ Name calling ▪ Use of inappropriate language ▪ Chatting in class ▪ Time wasting ▪ Not listening ▪ Shouting out/Use of inappropriate volume ▪ Poor manners 	<ul style="list-style-type: none"> ▪ Restorative discussion...this may include reference to the school values, the Zones of Regulation, the responsibility display ▪ Adult mediation between involved parties ▪ Warnings ▪ Short period of Time Out
<p><u>Ongoing Disruption</u></p> <ul style="list-style-type: none"> ▪ Repeated unacceptable behaviours/ language (including repeated low level disruptive behaviour) ▪ Disruptive behaviour which is having a notable impact on the rights of others ▪ Spitting ▪ Disrespecting staff, peers or property ▪ Intentional physical contact e.g. pushing, kicking, hitting etc ▪ Mean/hurtful comments about other children and/or their families ▪ Deliberately trying to annoy or upset others ▪ Deliberately trying to influence someone to do or say something that will get them into trouble 	<ul style="list-style-type: none"> ▪ Further restorative discussions ▪ Extended period of Time Out ▪ Head Teacher involvement ▪ Contact with parents/carers ▪ School-based meeting with parents/ carers

<p><u>Serious and/or Sustained Disruption</u></p> <ul style="list-style-type: none"> • Ongoing unacceptable behaviours/language which continue after consequences have been put in place • Disruptive/disrespectful behaviour which is having a significant impact on the rights of others (children/adults) • Vandalism • Persistent, targeted name calling • Discriminatory behaviours, language or actions • Severe, intentional physical contact • Theft/stealing • Bullying behaviours 	<ul style="list-style-type: none"> ▪ Regular restorative discussions (may include Intervention Prevention Teacher, School Councillor, Nurture Teacher) ▪ Referral to Educational Psychologist ▪ GIRFEC meetings (may be a Child's Plan involving other agencies) ▪ Implementation of an Individual Education Plan ▪ Aberdeenshire's Bullying Staged Guidance ▪ Exclusion
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Whilst these may be some of the strategies that we use, it is important to understand that some of the children in school may have additional support needs where their behaviour is affected by particular difficulties/challenges. It is also worth noting that needs aren't always outwardly visible to others. Whilst we still require all children to try their best to follow our expectations, strategies for managing behaviour will be tailored to the individual and will take into account specific needs.

For the majority of pupils, consequences can be avoided through adult guidance, early intervention and good role modelling. If concerns about behaviour persist, parents/carers will be contacted, so that home and school can work together to iron out issues before they escalate.

What Can Parents/Carers Do To Help?

- Work in partnership with school staff...you are our best resource for tackling poor or disruptive behaviour.
- Encourage your child to speak to someone at school if something is happening that is making them feel upset or uncomfortable. Reinforce that this isn't telling tales and let them know that the adults are here to help them.
- Get in touch with us if you have any concerns or queries.
- Remember that you are only hearing one side of the story. There may be other relating factors that you don't know about.
- Support your child(ren) in building up the resilience to cope with challenging situations...the terms 'Big Deal/Little Deal' can be helpful in steering these conversations.
- Remember that privacy laws mean that we can't speak to you about other children.
- Be assured, that we want the best for all the children in the school. We do listen to what you tell us and will endeavour to monitor situations and take appropriate action.



Appendices

It is recommended that this document is read in conjunction with the following school policies which can be found on our school website:

- ✓ Safeguarding and Child Protection
- ✓ Rights Respecting Schools
- ✓ Vision, Values and Aims
- ✓ Antibullying Policy and leaflet

Useful websites given further information include:

- ✓ GIRFEC - [Getting it right for every child \(GIRFEC\) - gov.scot \(www.gov.scot\)](http://www.gov.scot)
- ✓ United Nation's Convention on the Rights of the Child (UNCRC) - [The Convention on the Rights of the Child: The children's version | UNICEF](https://www.unicef.org/uncrc)
- ✓ Aberdeenshire Council Anti-Bullying Policy - [Anti Bullying Policy and Guidance \(aberdeenshire.gov.uk\)](http://www.aberdeenshire.gov.uk)
- ✓ Promoting Inclusion and Reducing Exclusion (Aberdeenshire Council) - <https://asn-aberdeenshire.org/wp-content/uploads/2022/06/Promoting-Inclusion-and-Reducing-Exclusions-in-Educational-Establishments-Guidance-2022.pdf>
- ✓ Guidance for Parents/Guardians/Carers on Exclusion of Pupil from School (Aberdeenshire Council) <https://www.aberdeenshire.gov.uk/media/3849/guidelinesforexclusion.pdf>

