

# Keithhall School



## **Positive Relationships equals Positive Behaviour Policy**

## **1. Purpose of Policy**

- To provide a simple, practical support system for staff, learners and parents/carers
- To recognise and positively reinforce behavioural norms
- To promote self-esteem, self-discipline and the rights of the child
- To teach appropriate behaviour through positive interventions

At Keithhall School we are very proud of our children and how they behave. The fact that we have “good behaviour” in school is not down to chance. It is the result of the positive relationships in our school community, harvested from the warm ethos which is built upon mutual trust and respect – a place where everyone is valued.

**We believe that the positive ethos and strong community relationships yield positive behaviours and outcomes for all.**

Good behaviour is important. Our belief is that high standards of behaviour is an essential component of an effective school. Every pupil is entitled to be educated and learn in an environment that will allow them to give of their best. We teach, model and praise the behaviour we want to see.

### **Our Three School Rules**

No matter where we are in the school or out with, we all strive to:

**Work Hard**  
**Be Kind**  
**Stay Safe**

These are visible for all throughout the school.

#### **Meet and Greet**

All staff pledge to start with the simple consistency of meeting and greeting all pupils. Our day starts with a positive, safe and comforting environment for all.

#### **Recognition Board and Reward Time**

At Keithhall school we operate a recognition and celebration system to ensure we all adopt a positive culture towards behaviour and attainment. Reward time is used to celebrate good behaviour throughout the week and is usually taken on a Friday afternoon. This time is used as an opportunity to exercise personal choice and for children to explore different skills such as STEM projects, strategic and collaborative games.

#### **Scripted Conversations**

When dealing with negative behaviours all staff will adopt the same consistent approach through the use of the five restorative questions.

#### **Over and Above**

At Keithhall we expect to shift our expectation of good behaviour to over and above and all staff will take the opportunity to emphasise this throughout the day during classroom activities, assemblies and outdoor playtimes.

## The United Nations Convention on the Rights of the Child

In accordance with the UN Convention on the Rights of the Child and Scottish Government, we endeavour in our school to use these rights in our approaches to build an ethos where behaviour is positive and mutually respectful in our school.

At Keithhall School, we work together with pupils, staff, parents and others in the wider school community to ensure that we maintain and promote positive relationships which in turn brings positive behaviour.

The articles which are most relevant in terms of those approaches are listed below:

### Article 3

All adults should do what is **best for you**. When adults make decisions, they should think about how their decisions will affect children.

### Article 15

You have the right to **choose your own friends** and join or set up groups, as long as it isn't harmful to others.

### Article 19

You have the right to be **protected from being hurt** and mistreated, in body or mind.

### Article 29

Your education should help you use and develop your **talents and abilities**. It should also help you learn to live peacefully, protect the environment and respect other people.

### Article 37

No one is allowed to punish you in a **cruel** and harmful way.












### Article 39

You have the right to **help** if you've been hurt, neglected, or badly treated.



## 2. Building Positive Relationships and Positive Behaviour Approaches

We maintain positive relationships in Keithhall through:

<u>Approach</u>	<u>Brief Description</u>
Increased Roles and Responsibilities (Article 29)	Across school we encourage our children to lead learning. Children work within roles which allow a sense of being part of a whole team as well as opportunities to progress their interpersonal skills. Older children are encouraged to be responsible and caring towards younger pupils. This involves becoming buddies to our new Primary 1's, helping them settle in the school and to follow routines.
Positive Behaviour Approaches in Classrooms (Article 29)	Teachers foster positive and mutually respectful relationships in their classes by means of their own personal approach to achieving the best classroom ethos for their children. Whole-school approaches include recognising effort by means of verbal praise, school certificates, stamps, stickers and Head Teacher recognition.
Positive Behaviour Approaches in Playground (Article 29)	PSAs promote mutually respectful relationships with our children. Our pupils recognise the role that our PSAs play in the playground and value their support. Children who require assistance to behave in an appropriate manner are guided by our PSA. Where an intervention is necessary, children are asked to consider their actions through a restorative practice discussion with the class teacher or Head Teacher.
Restorative practice approaches (Article 37)	<p>All staff strive to deal with behaviour incidents under the Restorative Practice approach; how can we move on in a positive way from this situation and recognise where things went wrong and how to ensure they are not repeated. For example;</p> <ul style="list-style-type: none"> <li> What happened?</li> <li> Who has it effected?</li> <li> How did that make people feel?</li> <li> What should we do to put this right?</li> <li> How can we do things differently in the future?</li> <li> I notice you are feeling ..... (be explicit)</li> <li> However, you need to remember our school rules 'The Keithhall Way' is.....</li> <li> To do that you need to.....(instruction)</li> <li> I know you can be.....</li> <li> That is who I need to see today, thank you.</li> <li></li> </ul>

Dealing with mis-behaviour consistently (Article 39)	Where incidents are repeated, our staff will endeavour to help children recognise where a change needs to take place. This may involve children taking time out of class for reflection time either with the PSA, Class Teacher or Head Teacher. Parents will be informed in order to share the approaches taken and to open lines of communication with the aim of sustained improvement.
Working with parents where there are concerns (Article 3)	<p>We believe in keeping parents informed at the outset should a problem arise. This allows us to approach the issue at an early stage, so that the necessary supports can be placed around the child. We have an open-door policy and strive to ensure our parents are aware that we are here to help with any concern they may have. Parents should not feel they need to wait for formal arrangements such as parents' night. At any time, parents are very welcome to make an appointment with the class teacher or with the Headteacher. Both class teacher's and the Headteacher are available most days for a quick informal chat which can usually resolve an issue before it develops.</p> <p>Regular communication is encouraged between school and parents until issues have been resolved. We work with all transition stages, including the moves between Nursery and school, between the 2 classes and P7 to S1 to ensure smooth passage between those key stages.</p>
Thorough investigations where concerns are reported or incidents have taken place (Article 3)	Whether at a school level or where it becomes necessary to involve outside agencies, concerns are shared with the Headteacher so that support can be put in place. These are documented and stored in school whilst the child remains at Keithhall and then transferred to the Academy or with the child should they move to another school.
Equipping pupils with skills to build positive relationships (Article 29)	At Keithhall we believe that everyone is an important part of the whole team. As part of our curriculum, relationship education is an integral part of classroom life. Teachers plan paired activities during which older pupils develop relationships with younger pupils. Our playground buddies are encouraged to look out for the wellbeing of all pupils and through this a sense of being a team is fostered. When children require support, they know that a member of staff will try and resolve any problems or concerns. If the matter continues, then time with the Headteacher is given to try and work through the issue.
Equipping pupils with skills to deal with minor conflict (Article 19)	Our PSAs are trained to be able to discuss minor conflict with our children and to highlight making the correct choices, in addition to the support received from our pupils' own class teachers.
Anti Bullying/Respect for All/Anti-discriminatory approaches (Article 37)	At Keithhall School we strive to deal with situations before they reach the stage of being seen as bullying. However, should those incidences occur, we will act quickly to support the children involved. This involves a system of support to identify why this is happening, ensuring that the child and the

	child's family feel supported through this. We work with everyone involved to arrive at a satisfactory outcome.
Internet safety education and online citizenship (Article 19)	Internet Safety is integrated into our Health and Well-being curriculum and as such is referred to throughout the session. The children are educated in how to best remain safe online through discreet lessons. Should incidents come to light where children are experiencing or instigating unsafe behaviour online, we do our best to support this in school.
Paired class work (Article 29)	Throughout the school session, paired class work is undertaken. The older class work with the younger class on activities that have been planned to build relationships, progress skills and focus on meaningful tasks. All children from each of the classes benefit from working closely together.
Ethos of trust and respect – togetherness. (Article 15)	Our assemblies focus on our whole-school ethos. This includes discussions on school improvements and sharing and celebrating achievements in and out of our school.
Religious and moral Education as part of our Curriculum	<p>“Religious and moral education will allow your child to explore the world's major religions as well as views that are non-religious.</p> <p>Your child will think about the challenges presented by these beliefs and values, and their place in the world. They will explore how religious and non-religious beliefs and values are expressed through traditions in religion, society and cultures. Your child will think about their own beliefs and values. It will support them to develop moral decision-making skills.</p> <p>Your child will develop a better understanding of themselves, others and the wider world. Your child will develop their awareness that beliefs, values, practices and traditions are important to families, communities and society - locally and globally. They will develop a richer understanding of the world in which they live.” Education Scotland</p> <p>At Keithhall, the opportunities we enable for our young people allow them to appreciate the diverse world we live in and ultimately to develop an attitude of respect for all individuals.</p>
Appropriate support and intervention where required (Article 3)	<p>Our overarching approach to dealing with all of the above considers the best and most appropriate support for all our pupils to ensure their safety and happiness in Keithhall School. We benefit from a strong team in which we have a huge variety of skills and experience. Should support be required from partners out with school, this is sought at the earliest opportunity.</p> <p>Our nurturing and kind ethos in the school supports childrens' emotional and physical wellbeing.</p> <p>In line with Aberdeenshire guidance a note on a child's chronology ensures that information is recorded.</p>

### **3. Dealing With Persistent Low Level Behaviour**

There are times where staff feel it necessary to adopt a more structured and phased approach to low level behaviour. Where low level behaviours are recurring in a class, a teacher will work with children to introduce our “Make the Right Choice” flow chart as below.

#### **Make the Right Choice Flow Chart**

- First Verbal Warning
- Second Verbal warning
- If in class, move the child’s seat, potentially to a table on their own or a seat near an adult.
- Speak to the pupil privately. Ask if there is anything that is affecting their behaviour/anything they want to share. Remind them of the expectations in your classroom and the Keithhall Way rules.
- Final warning with consequence communicated
- Pupil is to move outside the classroom to a designated quiet space with an appropriate adult to complete task.
- A restorative conversation after the lesson
- Reflection time
- Behaviour and actions noted in school/home book and sent to parents when appropriate.
- If consistent inform HT
- Parents invited for a meeting and behaviour contract drafted with child. This may include Introducing an incentive to be shared between home and school. Set period for improvement and ensure this is used consistently by all staff.
- If issues continue after set period, invite parents/carers in for a further meeting to discuss behaviour and options to ensure a successful outcome. This may include possible referrals or support from out-with school. This will be a supportive conversation with the shared goal that both sides want what is best for the child and their education.
- Follow agreed actions from the parent/carer meeting with a set period of improvement.
- Contact parents/carers to update them on progress. Positive changes shared, as well as any ongoing concerns.
- At each step, children will be offered support by an adult to talk through any challenges and celebrate positive behaviours.

*“Every Child has the right to an education.*

#### **4. Investigation of Incident Flow Chart**



When we respond to an incident, we take the time to listen to everyone that has been involved. The procedure we go through may vary due to context but here is a general account of what we do.

When an incident is reported to us by a child or a parent, we:

- Listen to child or parent to gather information
- Talk to others involved or witnessed the incident to gather information
- Talk to the child who has been affected
- Talk to the child who is alleged to have displayed the undesirable behaviour
- Talk to other members of staff who may have seen the incident or who may have background information
- If the incident is minor and isolated, it may be at this point that a restorative discussion and potential verbal reprimand is all that is needed
- If what has been yielded from investigation is concerning, we would move to the next steps

**How we deal with an incident of misbehaviour after investigation that warrants next steps / intervention:**

- Contact parent/carer of child(ren) who have been affected by the incident and explain what has happened. If the matter has been resolved give an explanation
- Contact parents/carers of child(ren) who have displayed undesirable behaviour to discuss next steps and any sanctions

Depending on how significant we consider the matter to be, it is often more beneficial to invite parents in to discuss such matters face to face.

#### **5. Sanctions for Misbehaviour**

It is not possible to predetermine sanctions in relation to misbehaviour as every incident is different but some of the sanctions in place might be:

- Verbal reprimands (as well as restorative discussions)
- Class specific sanctions in line with approaches employed by class teacher e.g. 5 minutes “time out” to take a moment to reflect, reset and return ready to engage with the task at hand
- A specified time out during break or lunch (reflection time)



- If during outdoor playtime and incident occurs whereby there is a need for the involvement of Class Teacher/Headteacher pupil may need to be removed from the playground. A restorative conversation will take place. Parents/Carers will be informed.
- Internal exclusion; whereby the child(ren) involved may be working out with the class area.
- Exclusion. An absolute last resort and not something we ever wish for our young people or families to be involved in. This is the highest order sanction in our schools and the Aberdeenshire Council Exclusion Policy can be found [here](#).
  - We would move to formal exclusion procedures when children have displayed continuous serious and significant acts of violence, verbal abuse or disregard for school property (vandalism).

Whenever we deal with misbehaviour in school, professional judgement is very much part of the process as no two incidents are ever the same.

Furthermore, a key tool to success through any behaviour challenges, is always to be working with children and parents to find a resolution. One of the reasons we have such a positive ethos at Keithhall is because we know our children and families very well and our open-door policy encourages free-flowing communication between staff and parents/carers. As well as this, our staff are particularly skilled at involving children in restorative discussions if things have not gone well.

## **6. Confidentiality when reporting parents**

One aspect which requires careful and sensitive handling is confidentiality. Incidences which involve two or more parties will be reported separately. Any sanctions which have been decided will **only** be discussed with that child's parents/carers. We cannot share the sanctions which will be applied to other people's children at all.

We understand parents can find this frustrating as they want to know how another child's behaviour has been dealt with however, rest assured we deal with every investigation thoroughly and in conjunction with all parents of those children involved.

WE WILL NEVER DISCUSS YOUR CHILD WITH ANOTHER PARENT.

## **7. My Child is Facing Online / Social Media Challenges and Cyber Bullying**

We recognise the importance of children's wellbeing and aim to support this day to day. As with any concerns we want to know however regarding cyber bullying out with school itself we would encourage parents/carers to contact Police Scotland.

We have a zero tolerance to pupils using mobile phones in school or the playground. If necessary for travel to and from school, devices (mobile phones and smart watches) must be kept in pupil's school bags until 9:00 am and then immediately handed to the class teacher and requested back by the child at the end of day.

No photographs of children by children should be taken except on a school's device for use in school lessons in accordance with our photograph consent.

## **8. Pupils with Complex / Additional Support Needs / Medical Conditions**

The steps in this document will be applicable to the vast majority of situations however at times children exhibit behaviour that is representative of a particular need or medical condition. In such cases, it is necessary for us to use our professional judgement and deal with matters accordingly.

If you are a member of our school community, and you would like to talk about this in more detail, please do get in touch and we will be happy to explore this further with you.

- The value, benefits and overall approach from the implementation of this policy and procedures will be reviewed annually.
- Any changes will be discussed and communicated to all staff immediately.
- Consultation on this policy as draft was with Keithhall Staff and Keithhall Parent Council

The Head Teacher at Keithhall School welcomes feedback on this document.

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