



ROSEHEARTY SCHOOL

Positive Relationships & Behaviour Policy



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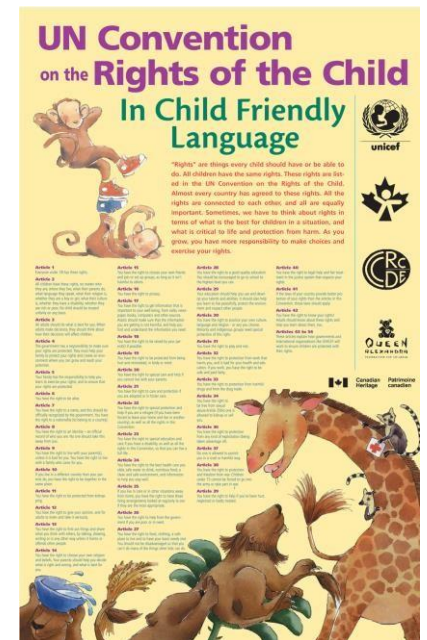
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1. Introduction and Rationale

In accordance with the UN Convention on the Rights of the Child, 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.

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

Article	Approaches
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.



At Rosehearty School we have a reputation for being warm and welcoming, and generally have good behaviour demonstrated by most of our young people. Visitors have commented how well – behaved our children are.



The fact that we have “good behaviour” in school is not down to chance. It is a consequence of the relationships in our school community created through mutual trust and respect between staff, pupils and their families.

The aim of this policy is to lay out how we build a positive ethos in our school which is conducive to strong relationships. In turn these yield positive behaviours and outcomes for all. This document also contains the procedures and approaches we employ to address undesirable behaviours.

We firmly believe that positive behaviour is important and 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 be their best.

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

Building Positive Relationships and Positive Behaviour Approaches

We maintain positive relationships in Rosehearty School through:

Approach	Brief Description
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 Rosehearty, 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>

Increased Roles and Responsibilities (Article 29)	Across school we encourage our children to lead learning. In the Upper Stages especially, children work within roles which allow a sense of being part of the whole team to develop, as well as the opportunity to progress their interpersonal skills. We have a pupil council as well as house leaders. We actively look for opportunities to allow young people to lead through working groups (Digital Groups, UNCRC champions etc.)
House Points	In school we reinforce positive behaviour using our House Points system. Children are recognised for demonstrating our school values in school by adding points onto their class tallies which are collated and counted by P7 leaders. The combined totals for the houses are regularly updated as part of our assembly by the leaders as so that a spirit of being part of a team is fostered and celebrated. Each term a treat is agreed by the pupil council for the winning house each term to receive and enjoy. At the end of the school year, we award the House Trophy to the house which has accumulated the most points. This ensures that termly winners are recognised as well as overall house winners.
Positive Behaviour	Teachers foster positive and mutually respectful relationships in their

Approaches in Classrooms (Article 29)	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 our house points, class sliders and teachers can also celebrate progress in other means such as stickers and certificates which use positive terms to recognise kindness and consideration towards fellow pupils and staff. Children spend time with their teachers to recognise that we need to keep our school HEART values at the fore.
Positive Behaviour Approaches in Playground (Article 29)	Our PSAs promote mutually respectful relationships with our children. Our pupils recognise the role 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 team. Where the intervention of the school leadership team becomes necessary, children are asked to consider their actions during part of a restorative practice discussion. Where more serious incidents occur, these are shared with the class teacher in the first instance, where sometimes parents are informed so that a joint approach can be taken to resolve the situation. These are logged on Latest Pastoral Notes.

Restorative practice approaches (Article 37)	As mentioned above, 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. More information on Restorative Approaches can be found by clicking here.
Dealing with misbehaviour consistently (Article 39)	Where incidents are repeated, our staff will endeavour to help children recognise where a change needs to take place. Parents will be involved in order to share the approaches taken and open lines of communication will be encouraged so that sustained improvement can be the aim.
Working with parents where there are concerns (Article 3)	<p>We believe in keeping parents informed at the outset should a problem arise that requires parental involvement. This allows us to approach the issue at an early stage, so that the necessary supports can be placed around the child. We 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 email the school to request a discussion with the class teacher in the first instance.</p> <p>Regular communication is encouraged between school and parents until issues have been resolved. We will communicate through text message, phone call or home to school notebook. We work with all transition stages, including the moves between Nursery and school 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 school leadership so that support can be put in place. Those are documented and stored within a child's PPR.

<p>Equipping pupils with skills to build positive relationships (Article 29)</p>	<p>In Rosehearty we believe that everyone is an important part of the whole team (Within our vision statement we specifically state 'Learning to Belong.'). As part of our curriculum, relationship education is an integral part of classroom life. Teachers also plan paired activities during which older pupils develop relationships with younger pupils. Senior pupils and house captains are encouraged to look out for pupils, and pass on concerns where they can't support a situation by themselves. Our approaches during assembly encourage mutual respect and the sense of belonging to the Rosehearty family.</p> <p>Where children require support, they can talk with one of our skilled PSAs during our school-wide morning soft starts. We also have a trained staff member who can deliver the 'Seasons of Growth' & 'Drawing for Talking' programme which is aimed at those experiencing difficulties due to bereavement, break downs in relationships at home, etc.</p>
<p>Equipping pupils with skills to deal with minor conflict (Article 19)</p>	<p>Our PSA team 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.</p>
<p>Our UNICEF Rights Respecting School agenda</p>	<p>We have previously been accredited as a Rights Respecting School, and though our accreditation has expired we still strive to keep the UNCRC at the core of what we do. We hope to reaccredit in the near future once more, by creating a group of 'UNCRC Champions,' made of a range of stakeholders. It is hoped that this group will share whole school messages through a 'right of the week' approach. The group will explain what the rights means and how this applies to our lives in school. Often the right is tailored to specific times of year when particular rights merge neatly with work already being done in school e.g. during cultural celebrations or a nationwide focus such as Children in Need Day.</p>
<p>Anti-Bullying / Respect for All / Antidiscriminatory approaches (Article 37)</p>	<p>In Rosehearty School we strive to deal with situations before they reach the stage of being seen as repeated 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 feels supported through this. We also investigate the reasons for this from the angle of the perpetrator and involve their parents to arrive at a satisfactory conclusion.</p>
<p>Internet safety education and online citizenship (Article 19)</p>	<p>Internet Safety is part of our Health and Well-being and technologies curriculum and as such is referred to throughout the session. The children are educated in how to remain safe online. Should incidents come to light where children are experiencing or instigating unsafe behaviour online in school, we do our best to support this on site.</p>

<p>Paired class work (Article 29)</p>	<p>Throughout the school session, class teachers are encouraged to create opportunities for learners to work collaboratively across stages. Teachers and children work together to plan activities which build relationships, progress skills and focus on meaningful tasks where children from each of the classes benefit from working closely together when it is appropriate to do so.</p>
<p>Ethos of trust and respect – Togetherness & belonging. (Article 15)</p>	<p>Our assemblies focus on our whole-school ethos and values, sharing the direction our school is heading in and celebrating achievements both in and out of school.</p>
<p>Appropriate support and intervention where required (Article 3)</p>	<p>Our overarching approach to dealing with all of the above considers the best and most appropriate support for our children to ensure their safety and happiness in Rosehearty School. We benefit from a strong PSA team in which we have a huge variety of skills and experience. This is something which we can draw upon to support the work our teachers do with our children. Should support be required from partners out with school, this is sought at the earliest opportunity. A note on a child’s chronology ensures that information is kept in their file should any further incidences happen further along the line of their time in this school.</p>



In our school we recognise everyone’s individuality and creativity, and this includes allowing our teachers to develop their own methods of promoting positive behaviour in their own classes. We also use our house points system to acknowledge behaviours which model the values which are important to Rosehearty School. We aim to acknowledge the small steps in each child’s learning journey.



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. This is not something that all classes use, and teachers who do use it, may find it is necessary for some classes they teach and not others. Where low level behaviours are

recurring in a class, a teacher will work with children to introduce our “Best Steps” flow chart as below.

Stages of Support	
1	Verbal warning / Reminder of expectations (up to 3 times, can be general or specific)
2	5 Minutes headspace / time out to reflect – Make the Right Choice (can be in own class)
3	10 minutes to work alone without distraction – time to think (can be in own class or another class)
4	Class teacher consequence (in line with whatever approaches teacher employs)
5	Involvement/Informing of Parents
6	Involvement of Head Teacher
At each step, children will be offered support by an adult to talk through any challenges and help to make better choices.	

4. Investigation of Incident Flow Chart

When we respond to an incident, it is really important we take the time to listen to everyone that has been involved. The procedure we go through often varies from one incident to the next but here is a general account of what we do.

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

1. Listen to child or parent to gather information.
2. Talk to the child who has been affected by the misbehaviour.
3. Talk to the child who is alleged to have displayed the undesirable behaviour.
4. Talk to other members of staff who may have seen the incident or who may have background information if it is an ongoing concern.
5. If the incident is minor and isolated, it may be at this point that a restorative discussion and potential verbal reprimanding is all that is needed.
6. 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 of child(ren) who has been affected by incident and explain what has happened. If the matter has been brought to resolve, explain this.
- Contact parents of child(ren) who have displayed undesirable behaviour and discuss next steps:
- Restorative approaches to get underneath the problem and improve things going forward.

- Where appropriate, talk through any necessary consequences or next steps.

Depending on how significant we consider the matter to be, it is sometimes appropriate to invite parents into discuss such matters face to face.

5. Consequences for Misbehaviour

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

- A supportive conversation to point out misbehaviour and identify more positive choices.
- Class specific consequences in line with approaches employed by class teacher e.g. a few minutes "time out" to take a moment to reflect, reset and return ready to engage with the task at hand.
- Time out of free-flowing playground at break or lunch. We prefer not to keep children out of the playground but where children are displaying dangerous behaviours, this is sometimes necessary for the safety of all.
- Involvement and support of Head Teacher
- Meeting with pupil and parents regarding behaviour. (This is more an intervention than a sanction with a view to firstly acknowledging where things have gone wrong, and secondly building next steps for the child)
- Displacement: whereby the child(ren) involved may be working out with the class area, separated from their peers but working on the same curricular areas where possible. This is seldom an approach we look to employ but sometimes can be necessary if a child's persistent misbehaviour is disruptive or dangerous for others in the class.
- 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 where children have displayed 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 resolve. One of the reasons we have such a positive ethos in Rosehearty is because we know our children and families very well. It encourages good 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 after a particular incident.

6. Confidentiality After Dealing with an Incident

One aspect which requires careful and sensitive handling is confidentiality. Discussions which investigate incidences between two or more parties will be dealt with separately. During those discussions, any consequences which have been decided will **only** be discussed with the parents/carers of their own children. We cannot share the consequences which will be applied to other people's children at all.

Parents can sometimes find this frustrating as they want to know how another child's behaviour has been dealt with.

WE WILL NEVER DISCUSS YOUR CHILD WITH ANOTHER PARENT.

Rest assured we deal with every investigation thoroughly and in conjunction with all parents of those children involved.

7. Retaliation – “The They Hit Me First” Query

If a child has been violent or aggressive towards someone, and the child on the receiving end of this behaviour has then retaliated in a similar way, both children have displayed inappropriate behaviour.

Our approach will help children realise that there is always a better and more positive plan that will bring about a resolution. Often this might be about saying something assertive, choosing to walk away or getting an adult to help. These options help to diffuse the situation and allow pupils and staff the opportunity to deal with misbehaviour before it escalates.

We would encourage children to consider the notion that retaliation will almost certainly escalate things and make a bad situation worse and more often more dangerous.

8. The “Being Kept In” Query

Where children are kept in from the playground, this can be for one of two reasons:

a) Where children have displayed violent or dangerous behaviour in the playground.

Breaks and lunchtimes are important for children. They allow them to get fresh air, exercise, play, have fun and blow off some steam. However, in our playground there can be 150 children and 3 PSAs supervising. There must be a level of trust that children will play safely and responsibly.

If a child has not taken on this responsibility to play safely in the playground, they may lose the opportunity to play freely with others for a period of time. This is to ensure the safety of others. For example, if a child has chosen to kick / punch / fight someone, then we would deem it entirely appropriate to suggest to the child and the parent that some time out of the playground would be in everyone's best interest. The child will still have their break and opportunities to go outside, but under stricter supervision.

Please note this rule cannot ever be black and white and applied to every incident or case. For example, if we have a child who has been physical or aggressive on account of a particular emotional need or medical condition, we deal with this in line with the child's plan. In such cases, we would have pre-planned supervision and procedures in place.

b) Where a Teacher Feels Necessary to Spend Time with a Child on Unfinished work or as part of a restorative approach.

Very rarely, a teacher may choose to spend a short part of their break or lunch with a child on unfinished work. This might be something positive, and the teacher just wishes to give them 10 minutes of focused 1-2-1 input to help the child grasp something they have been struggling with.

Alternatively, it may be because of the teacher feeling a child has displayed undesirable behaviour and through doing so, made a conscious choice to not engage with the task at hand. If asking the child to complete the task for ten minutes after the bell works in a positive way in terms of supporting the child to make better choices going forward, this is something a teacher occasionally might do. Once again this happens very rarely. In their secondary education, pupils may be faced with full lunchtime detentions for misbehaviour. This is not an approach we adopt for primary age children, and we think it is vitally important that all children have their break and lunch.



9. Misbehaviour Before and After School

Aberdeenshire Schools do not provide provision before 9.00am and after 3.15pm. Therefore, out with these hours, parents are responsible for the safety and behaviour of their child. Generally speaking, we would not apply the school behaviour policy to incidents out with school or that occur before or after school. As a school, we will endeavour to offer support and advice as best we can.

If there is misbehaviour before the bell in the playground, children should always feel they can come to the main entrance and talk to us. If an incident has happened in the school playground before or after school, we will spend time investigating the matter and working with parents to take appropriate action.

If an incident has taken place in the local park or the street out with school hours, our advice would always be to contact Police Scotland.

10. Misbehaviour Out of School Affecting Wellbeing and School Life

We are aware that matters out of school can affect a child's time in school. We are always happy to listen to parents and do what we can to help. Whilst we will not be able to intervene in a

matter out of school, by being aware of it, there are things we can do to support a child who is finding things tricky.

11. My Child is Facing Online / Social Media Challenges and Cyber Bullying.

If you are aware that your child is experiencing online bullying, it may be worth sharing with us as this may spill into school. We can again support children in an ongoing way, especially if this is having an impact on their emotional wellbeing and day to day life.



However, with regards to tackling the cyber bullying, this is not something we can investigate, and our advice is always to go to Police Scotland.

Children should not have personal 'Smart' devices with them to school.

12. I Feel My Child is Being Bullied

The advice here is simple. Come and let us know – email us or speak to us. Do not let this rumble away. The earlier we deal with a concern like this, the better it is for your child. Come and talk to us. Often staff are not aware of something that can be going on in the background.

Once you talk to us, we can look into the matter, work with you and action accordingly.

13. Getting it Right for Every Child

Whilst this document aims to provide some clarity and consistency, we will not ever be in a position where we can say one approach or policy is right for every child, therefore it is necessary for us to use our professional judgement and deal with matters accordingly.

Scenarios

Two potential playground examples are:

Example 1

Child A is a 10-year-old boy who has become annoyed because one of the other players on the pitch nutmegged him with the football and then laughed at him. Child A has chased after the individual and then been physically violent / aggressive.

Example 2

Child B is a 7-year-old boy with complex needs. He is autistic, non-verbal, finds it very difficult to express himself, has no awareness of how to manage social situations and cannot see how his actions impact on others. Whilst there is support in place for the child, he has become annoyed when a girl would not give him the skipping rope he wanted, and so has communicated his discontent physically and has lashed out.

These examples show how no two incidents are ever the same. We will never condone verbal abuse or violent behaviour, and we will always view these incidents seriously, but our action may differ depending on the circumstances and individuals involved. There are times where we need

to exercise professional discretion and recognise that some behaviours are representative of a child's needs. For that reason, the way in which we deal with the above incidents would be quite different. Please note this does not mean we do not deal with violent behaviour displayed by children with complex needs, but it means we must deal with this differently. We will always involve their parents and consider the needs of pupils in order to get the best outcome for every child involved.



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

Commitment to on-going review and revision of this policy:

- 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 Rosehearty Parent Council and Rosehearty Staff.

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

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