**Annbank Primary School & EYC**





**Relationship Policy**

**Policy Agreed: September 2022**

**Review Date: September 2024**

|  |
| --- |
| **Annbank Primary and Early Years Centre**  **Relationship Policy**  **At Annbank Primary School and Early Years Centre we believe that positive re-enforcement of good behaviour is more effective than negative sanctions.**  **Our relationships are built on ensuring we are all: Ready, Respectful and Safe.**  **All staff and pupils have high expectations of behaviour and it is an expectation that staff will be role models for children.**  **Building and nurturing 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 in our school.** |
| **REWARDS** |
| C:\Users\sa99kbutchart\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\FD76F1EE.tmpRecognition Boards  Every classroom has a recognition board, a board that targets expected attitudes. The theme of what is being recognised changes daily/ weekly and is appropriate to the class/ age/ stage. This is used to capture the names of pupils in the classroom who have displayed the expected learning attitude such as using one voice at a time or staying on task. Names cannot be removed from the board.  It is not a competition so peers can nominate others in the class to be recognised so the whole class can work together to get their names up. The reward is a collective whoop, three cheers, a round of applause or whatever the teacher and class choose.  The recognition boards are used persistently and relentlessly to catch learners demonstrating the right attitudes and behaviours. They can be changed every lesson, every day or every couple of days depending on behaviour being recognised. |
| ‘Super Hero’ Certificate  Every class teacher will choose at least one child for a ‘super hero’ certificate weekly, this pupil will have achieved something by displaying a learner attitude or characteristic or gone above and beyond the school’s values and rules of ready, respectful and safe.  All teacher awards are on the screen as pupils walk into assembly/class and names and reasons for the award read aloud by the House Captain/teachers for the chosen pupils to receive and then stand with other Award recipients.  Every recipient will receive a ticket for a ‘sweet treat’ with Mrs Butchart/Mrs Tonner to with their certificate. Photos of Award certificate winners are displayed on the Award boards in the school corridor. |
| C:\Users\sa99kbutchart\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\F1DDDE3D.tmpHouse Points  Every pupil from P1 – P7 belong to one of the four school houses, Enterkine, Afton, Gadgirth or Auchencruive. When pupils exceed the shared values and rules expected they will be rewarded with house points from staff. These points are posted in to the 4 house boxes.  At the end of each week the house captains will count all house points. The house with the most points is announced at assembly each week for all.  House treats are awarded each term, the winning house’s pupils celebrate in an afternoon of activities together outside of the classroom. |
| The Calligraphic Quote Hot Chocolate with Mug Vector Stock Vector -  Illustration of calligraphic, script: 167207783‘Sweet Treat’  Hot Chocolate Friday’ or something similar. Time out of class for a sweet treat, a chat about going ‘over and above’ and a group photo |
| Post Cards  Postcards home from SMT saying ‘over and above’  Positive phone calls home |
| C:\Users\sa99kbutchart\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\5927D906.tmpIn class recognition could include -  Raffle tickets or tokens leading to a small prize  Visits to a member of the SMT  Marbles in a jar/cubes and positive minutes (gain extra playtime etc…)  A quiet word, smile acknowledgement, thumbs up etc  Written comments on pupil’s work  The giving of additional responsibilities  Stickers in books, on effort charts on jumpers etc  Praise in front of class group giving reason for praise  Informal comments, a postcard home from teacher to parent informing them of good work, positive attitudes or behaviour etc.  Homework points |
| **SANCTIONS** |
| Restorative Approach  Restorative circle activities with SLT or Miss Richardson in Nurture Room |
| C:\Users\sa99kbutchart\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\86B34F35.tmpBreaks - SLT  Walking with a member of SLT or Miss Richardso – restorative discussions  Self-reflection in Nurture Room (listening to music)  Mindfulness in P1 garden |
| Stepped Sanctions – all staff   1. Reminder of rules (Ready, Respectful, Safe) 2. Warning 3. Last chance – using microscript 4. Time out – during class and/or playtime/lunchtime (always with a member of SLT) 5. Restorative conversations with SLT – restorative circle time |
| Explanation from adult of rule they have broken and consequences to themselves and others  Using script –   * I’ve noticed that … * You know the school rules – ready, respectful, safe * Can you remember when I (e.g. phoned home) when you ….. and how did that make you feel? * I expect you to … * Restorative Practices Lanyard Image - Therese HoyleThank you for listening   Asking questions –   * What has happened? * What were you thinking at the time? * What were you feeling? * Who else has been affected by this? * How have they been affected? * What needs to be done differently to make things right? * How can we do things differently in the future? * What do you need now so that the harm can be repaired? |
| Restorative Conversations with Pupils - we try to:   * Actively listen and encourage the person to talk by asking open questions, supporting, summarising. * Be empathetic (listen for thoughts, 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. |
| In addition to the stepped actions above the following can be used in school -   * Home and School communication books to promote positive behaviour and show progress towards targets, this will always be done discretely * Nurture approaches in nurture room with Miss Richardson – tailored to needs * C:\Users\sa99kbutchart\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\C6CDA31E.tmpWork with parents to support – phone calls, meetings * Promoting Positive Behaviour risk assessment * Mediation with peers (may require more than one session) * Support with targeted interventions * Alternative playtime/ lunch plan * Working with education professionals * Multi Agency support sought if necessary * Internal exclusion if unable to repair relationships and still possible risk to self and others. * Whole school assemblies to educate all on our values and rules * SLT to speak with classes/ year groups when situation is specific to them |
| All staff will be asked to:  • Use relentless routines e.g**.** Meet and greet at the door, intervention script, etc.  • Use a range of strategies throughout every lesson to praise and reward good behaviour. For example; Recognition boards, positive notes, etc.  • Use the language of ‘Ready, Respectful and Safe’ when dealing with behaviour choices  • **Model** positive behaviours and build relationships.  • Be **calm** and give ‘take up time’ when going through the steps. Prevent before sanctions. No shouting  • **Follow** up every time, retain ownership and engage in reflective dialogue with learners.  • **Never ignore** or walk past learners who are behaving badly within the school if no other adult there |