

# Longstone Primary School



## Relationships and Behaviour Management Policy

At Longstone Primary School, we believe firmly in the premise that relationships are the keystone to ensuring that our children, their families and our staff are able to support learning and wellbeing across the whole school community.

We are a Rights Respecting School and we strive to ensure that the rights of all our children are protected and ensured.

Of all 54 articles from the UNCRC, the 5 highlighted below support and guide our policy for supporting an inclusive and positive school ethos.



We work within the GIRFEC framework which identifies 9 well-being indicators for our children and helps us to ensure that we are Getting It Right For Every Child.

<p><b>Our Vision</b></p> <p><i>For every child to reach their full potential, enabling them to have the skills and confidence to embrace the world we live in.</i></p>	
<p><b>Our School Motto</b></p> <p><i>Good, better, best, we will never rest until our good is better and our better is best</i></p>	
<p>All that we do in school and our expectations of one another are underpinned and supported by our 3 simple Rules.</p> <p><b>We are RESPECTFUL</b> <b>We are RESPONSIBLE</b> <b>We are SAFE</b></p>	<p><b>Through our shared values we hope to encourage children to show;</b></p> <p>Kindness Respect Resilience Pride Creativity</p>

<p style="text-align: center;"><u>5 pillars of practice</u></p> <ul style="list-style-type: none"> <li>➤ Consistent, calm, adult behaviour</li> <li>➤ First attention for best conduct</li> <li>➤ Relentless Routines and Visible Consistencies (from the moment they arrive to the moment they leave)</li> <li>➤ Scripting difficult interventions</li> <li>➤ Restorative follow-up</li> </ul>	<p style="text-align: center;"><u>Behaviour Management – STEPS TO SUCCESS</u></p> <p><b>GENTLE NUDGE –</b> Teacher notices a child needs some support, brief outline of what the teacher is looking for.</p> <p><b>REMINDER –</b> Privately outline what you are looking for, point out what rule isn't being followed.</p> <p><b>SUPPORT IN CLASS</b> Variety of common strategies within class to support child to re-focus and calm.</p> <p><b>CHOICE</b> Privately outline that the child now has a choice. Reminder about a previous time when child has made good choices. Give the choice.</p> <p><b>CONSEQUENCE</b> SLT supported time back.</p> <p><b>REPAIR –</b> This might be a quick chat at a breaktime or a more formal restorative meeting.</p>
<p><b>Restorative Approaches – Link to Time to Think and Repair</b></p> <p><i>To support our restorative approaches adults base discussion around the following questions.</i></p> <ul style="list-style-type: none"> <li>• <i>Tell me what happened?</i></li> <li>• <i>Who was affected?</i></li> <li>• <i>How were they affected?</i></li> <li>• <i>How can we put this right?</i></li> </ul>	<p><b>NON- CONFRONTATIONAL SCRIPTS – linked to STEPS to SUCCESS</b></p> <p><b>I notice you are .....</b> (tired today / finding it hard to listen /shouting out a lot ) <b>Indoor voice thank-you.</b></p> <p><b>Remember our rule.. it's not respectful to others/me when you shout out. Think about your choices.</b></p> <p><b>Remember if you choose to ... that would be fantastic, and this will happen .. If you choose not to ... then this will happen.</b> <b>I'll leave you to make your decision.</b></p> <p><b>Do you remember last week when you ...</b> (arrived on time every day/got that positive note/finished your work as expected) <b>That is who I need to see today ...</b></p>
<p><b>MORE NON- CONFRONTATIONAL SCRIPTS</b></p> <p>If it's okay with you....</p> <p>How do you feel about...</p> <p>Do you mind going/doing.....</p> <p>Would / Could you ...</p> <p>If you are happy to would /could you...</p> <p>When you have finished with... / could you ...</p> <p>I wonder if we can...I can't seem to work this out / make this work....</p> <p>Maybe we can investigate.....</p> <p>Let's see if we can make .... Sort out....</p> <p>I wonder if you could help me...</p>	

**For children for whom time back and restorative approaches are not having the desired outcome over time, there are a number of steps beyond those outlined which can be implemented (see Longstone Positive Relationships Policy).**

**In such situations, SLT will involve families and request support from Services such as Educational Psychologists or the CEC Additional Support for Learning Services (ASLS).**