

Currie Primary School

Relationships Policy



Purpose

This policy has been created with the views of staff, parents and pupils of Currie Primary School (CPS). This policy aims to promote a caring, positive and nurturing ethos at Currie Primary School to ensure better relationships, positive behaviour and successful learners.

Scope

Everyone in our learning community is covered by this policy. Our aims are to provide an overview of our school approaches, agree that understanding the behaviour of our children is the responsibility of all, help our learners understand their behaviour, provide a consistent approach to managing behaviour across the school.

Relationships

At CPS, we want all children to feel cared for and looked after here. We develop positive and trusting relationships with each other and this helps us feel safe, ready and responsible.

Behaviour

We use the term behaviour to describe all the ways in which we may act in school. It describes the actions we take and interactions we have. At CPS, we believe all behaviour is a child's instinctual way of communicating.

Distress or disruption

We use the phrase distress to describe behaviour which has a significant impact on the child displaying or others around.

Disruption is used to describe behaviour which impacts on class learning, but is not unsafe.

Everyday, the Currie Way

At CPS, there are expectations on all staff to positively engage with all our learners, all of the time. Some of the things that we do, as non-negotiable aspects of our interactions:-

- Daily meet 'n' greet with pupils and check ins
- Senior Leadership Team (SLT) welcoming children to school each day in the playground
- Clear and consistent classroom routines which are inclusive of all support needs.
- Deliberate 'botheredness' showing all our learners how much we care for them and how important they are to our community.
- Visible consistencies – corridor, lining up, lunch hall expectations
- Celebrating success, phoning and emailing parents for positive reasons
- Praise in Public (PIP) and discipline in private (DIP)
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The Currie Way

At CPS, we live our values which were chosen by the school community. We insist that all adults and children in our school display and embody our core values of:

Respect | Responsibility | Determination | Honesty | Happiness

Additional Support Needs

Some children need more help with managing in school. We follow GIRFEC. Some of the things we do include:-

Specialist skilled staff eg Pupil Support Officer (PSO), Play Therapist, Transition Teacher • Staff being available at critical times e.g. transitions, break times • Nurture Groups inbuilt throughout the day and Social Skills Groups.

Behaviour management

Whole School Support

At CPS, this policy establishes a consistent way of supporting all behaviour using the 5Rs detailed below.

All staff are trained to use this strategy to help support behaviour.

Classroom Support

In the classroom, the teachers will develop and use their own methods for rewarding positive progress in learning and behaviour. Some of these will include reward systems and weekly celebrations.

Individual support

In more challenging situations, or times where behaviour is either unsafe or disruptive, we follow the pathway of support detailed in the diagram below (The 5Rs)

Reminder, Redirect, Reflection, Reset, Restorative

The 5Rs of the Currie Way

THE CURRIE GUIDE FOR SUPPORTING BEHAVIOUR

UNSAFE BEHAVIOUR

Reminder

Verbal warning, identifying which Currie Value has not been followed.

Discipline in private (DIP).

Redirect

Move seats, change location, change the activity, swap the adults, ask to join an adult directed activity.

Reflection

Have a one-to-one conversation. Talk about the school values, name the unwanted behaviour. Plan a change (what can I do to stop you doing this? What do you need?)

Reset

Time to act on the change - pupil to show the school values.

Restorative

Conversation with HT, DHT or PT.

Parents informed via email or phone call.

Equalities & Antibullying

As is documented in our antibullying policy, at CPS we have a zero tolerance of bullying behaviours. We do, however, endeavour to understand why any bullying behaviour may occur and work to support all involved to move on from incidents.

Where any behaviour is perceived to be targeted at any of our protected groups of people, we use the CEC reporting guidelines to record these and work with families to help resolve any issue.

Roles of Senior Leadership Team

The role of the leadership team at CPS is to support all staff to feel empowered to support children's behaviour in school. We also know that it is our responsibility to support children who may not manage to follow our behaviour policy appropriately.

All members of the SLT will undertake the restorative aspect of the 5Rs.

All members of SLT will establish an additional support plan for children whose behaviour may be a result of an additional support need.

Communication

If your child participates in the restorative aspect of the 5Rs, then you will be notified via email. If your child has been involved in a more serious incident involving bullying behaviours, fighting or significant disruption in the classroom, SLT will notify you via a phone call.

Role of the parent

Parents are a crucial partner in embedding our ethos of care and nurture. We ask all parents to consolidate the Currie values at home.

If your child has been part of a restorative conversation, we ask all parents to support the school in their management of this by chatting to your child about why they had this conversation and what your expectation is of them in school.