

# Laurencekirk School



“Working together to be the best we can be”

Promoting Positive Relationships

Created in November 2023 with families learners and staff

Review Date: February 2027

Resilience

Responsibility

Respect

Relationships

At Laurencekirk School our vision is that we work together to be the best that we can be. This is underpinned by our four shared values which have been derived from consultation with our families, learners, staff and community. Our four values are:



Laurencekirk School is committed to placing the UN Convention on the Rights of the child at the heart of their ethos and is working towards becoming a Rights Respecting School. We have received a bronze award demonstrating that we are 'Rights Committed. The practices outlined within this policy are restorative in nature and designed to build positive relationships at all levels of our school and therefore reflect the United Nations Rights of the Child. (UNCRC)

Through this policy we aim to:

- Create a culture which supports high quality learning and teaching for all.
- Encourage our children to demonstrate positive behaviour through exemplification of our school rules and values.
- Ensure that all learners are treated fairly and respectfully.
- Ensure a consistent approach to promoting positive relationships.
- Promote high quality relationships at all levels across our school community.
- Work collaboratively to improve outcomes for all our learners.

### Rights Respecting Charters

All our classes agree on a Class Charter which is linked to the UNCRC. This is displayed in all classrooms and used to guide and promote behaviours. All staff refer to these charters if children are not adhering to the agreement made by the class.



## Restorative Practice

We have adopted a whole school approach to restorative practice. All staff have an understanding of the underpinning principles, the associated language and the strategies utilised to prevent or resolve conflict. Minimally, at one point in each school year, this information will be revisited and refreshed accordingly. The key features of restorative practice are as follows:

- A focus on the needs of the children involved.
- A focus on the harm caused to people and relationships rather than the rule breaking itself.
- A focus on problem solving by expressing feelings and needs rather than on establishing blame or guilt.
- A focus on repair rather than punishment.
- Adult model making, maintaining and repairing relationships for pupils.
- Taking time to actively listen.

## Restorative Questions

The following questions have been collectively generated and are used if there has been a relationship breakdown or conflict where harm has been caused. These are worn on lanyards.

1. What happened?
  2. What were you thinking or feeling at the time?
  3. What are you thinking and feeling now?
  4. Who has been affected and how?
  5. How can you make things better and how can we help?
  6. If you feel like this again, what could you do differently?
- Adult to check in with child later on.

We have created the following Do's for our Restorative Conversations which are worn on lanyards:

- Do: Make sure everyone is ready for the conversation.
- Do: 'Walk or talk' or engage in a collaborative activity if needed.
- Do: Keep lines of communication open.
- Do: Remain neutral.
- Do: Be non judgemental.
- Do: Be open minded.

## Our School Values and Rules

Our values and school rules were created with our stakeholders:



We have a shared understanding of what these rules look like in school:

Be Ready	Be Respectful	Be Safe
<ul style="list-style-type: none"> <li>Organised and prepared in a timely manner</li> <li>To Listen, share ideas and work together</li> <li>Approach learning with a positive attitude and a growth mindset</li> <li></li> </ul>	<p>Self:</p> <ul style="list-style-type: none"> <li>best effort,</li> <li>take responsibility for own actions</li> </ul> <p>Others:</p> <ul style="list-style-type: none"> <li>Listen to the speaker</li> <li>Needs of others</li> <li>Kind hands, feet, words</li> </ul> <p>School:</p> <ul style="list-style-type: none"> <li>Be part of team to look after whole community (learning space, school grounds, environment)</li> <li>Travel quietly throughout school</li> </ul>	<ul style="list-style-type: none"> <li>Listen and follow instructions the first time</li> <li>Walk inside the school</li> <li>Mindful of others in space (in the playground, learning space)</li> </ul>

### Rewards

We use verbal recognition effectively to motivate and inspire pupils to display our rules and values. We reward our children with house tokens for displaying desirable behaviours in line with our school rules and values. We have a whole class reward system where the children work together with their class peers to earn dollars in return for a negotiated reward. All staff can award classes dollars. The dollars are displayed in the classrooms. Dollars are awarded for lining up quickly and quietly, working together to maintain an orderly learning environment etc. We have a whole school achievement plasma where we recognise wider achievements linked to the four contexts of learning. Our parents are encouraged to share details of achievements beyond school in an ongoing way.



## Consequences

As a school, we do not endorse the use of public behaviour charts as we are trauma informed and understand that these systems can evoke shame and do not support behavioural change. We have a consistent approach to supporting inappropriate behaviour across all areas of the school. We use a range of logical and related consequences.

1. **Verbal Reminder of expectations** – naming desirable behaviour.
2. **Verbal Reminder and Check In** – using language of choice with two choices (naming desirable behaviour or you will need owe me time)
3. **Time Owed** - discussion with child at a time of your choice
4. **Move** - Important about the language to be used around this – i.e. you need time and space to reflect,
5. **SLT** – discussion with member of SLT. A card comes to SLT to alert them support is needed and then child taken away. If a situation is unsafe (violent incident) then it needs to come to SLT straight away.
6. **Parent Contact** - Phone call home to parent/carer and then record conversation in seemis.

We have created an A4 sheet for all classrooms to support the delivery of this policy. (See Appendix 1)

## Fun 31

Each class has 31 minutes of play in line with the UNCRC Article 31 which states all children should have opportunities to relax, play and take part in a wide range of cultural and artistic activities. Fun 31 cannot be taken from our children and teachers work together to create opportunities for shared experiences across stages.

## Our Curriculum

We promote positive behaviour and relationships through our Health and Wellbeing curriculum. All children experience a progressive curriculum which supports them to develop the social and emotional and behavioural skills required to achieve their potential. We hold weekly assemblies where we explore our values and our rights.

## Partnership Working

We understand the need to work with families to promote and maintain high standards of behaviour and will discuss concerns with families in a timely manner. In most cases, the class teacher will contact families as the person who knows the child the best and seek to work collaboratively to improve outcomes. This policy has been shared with families and pupils.



# Laurencekirk Primary School

Responsibility

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Expectations	Recognition	Consequence
<p><b>Be Ready</b></p> <ul style="list-style-type: none"> <li>Be organised and prepared in a timely manner.</li> <li>Listen, share ideas and work together.</li> <li>Approach your learning with a positive attitude and growth mindset.</li> </ul> <p><b>Be Respectful</b></p> <ul style="list-style-type: none"> <li>Self- best effort; take responsibility for your own actions.</li> <li>Others- kind hands, feet and words; care for others; respect the needs of others; listen to the speaker.</li> <li>School- be part of a team to look after the school environment, learning spaces and school community; travel quietly throughout the school.</li> </ul> <p><b>Be Safe</b></p> <ul style="list-style-type: none"> <li>Listen and follow instructions the first time.</li> <li>Walking inside the school building.</li> <li>Use equipment appropriately.</li> <li>Be mindful of others.</li> </ul>	<ul style="list-style-type: none"> <li><b>Verbal Recognition</b> Adults in the school notice you and let you know you are making good choices. Will your peers notice too?</li> <li><b>Tokens</b> Earn tokens for your house colour. Keep an eye on the school token counter.</li> <li><b>Class Currency</b> Demonstrate as a class that you are following the expectations and earn currency towards your class reward.</li> <li><b>Achievement Wall</b> Share your wider achievements to earn tokens and be included on the achievement plasma.</li> </ul>	<p><b>Reminder:</b> Name the behaviour, state desired behaviour.</p> <p><b>Check in and choice:</b> Quick private check in, can this be solved? Opportunity to make a positive choice.</p> <p><b>Time owed:</b> Learner owes time for learning lost. Discussion with the adult.</p> <p><b>Move:</b> Move to another space to reflect. Adult to decide on the space.</p> <p><b>SLT:</b> A member of SLT will take the learner for a conversation about their choices.</p> <p><b>Phone call home.</b></p>

6 I should be supported to live and grow.

12 I have the right to be listened to and taken seriously.

28 I have the right to an education.

29 I have the right to an education which develops my personality, respect for others' rights and the environment...

36 I have the right to be kept safe from things that could harm my development.

37 I have the right not to be punished in a cruel or hurtful way.

