



From mountain to sea

# Tarves Primary School and Nursery

## Better Behaviour, Better Relationships, Better Learning Policy



Updated	Review Date	Version
January 2020	January 2021	2020.01

## **Introduction**

### **Our School Ethos**

We actively promote and encourage a secure and caring atmosphere, where all our pupils feel valued, listened to, and can learn and grow at their own pace. We create an immersive environment, relevant to the needs of our children, where learning is irresistible and everyone has the opportunity to succeed in all aspects of the curriculum. We are passionate about our community and how we fit into the wider world, are respectful, understanding and well-rounded citizens.

### **Vision and motto:**

***At Tarves, we are a TEAM – Together Everyone Achieves More***

At Tarves Primary School and Nursery, we strive to provide education and care of the highest quality for all our pupils. Fundamental to achieving this is building a strong home/school partnership with the child at the centre. Excellent teaching and learning, alongside dedicated support and nurture, is at the heart of everything we do. We aim to foster each child's individual talents and personality, developing their sense of confidence and self-belief, in a physically and emotionally safe environment. We are proud of our school community and have a real sense of TEAM spirit!

### **At Tarves, the C.H.I.L.D.R.E.N. are our values:**

**C**ourageous

**H**onest

**I**nnovative

**L**oved

**D**ream big

**R**espected

**E**qual

**N**urtured

### **At Tarves Primary and Nursery, our aims are:**

- To instil a lifelong love of learning in our pupils by providing rich, stimulating, challenging and meaningful learning experiences, empowering them for the future.
- To inspire all our pupils to achieve their personal best, inside and outside the classroom, enabling them to grasp every opportunity to succeed across the curriculum with confidence.
- To encourage responsible attitudes towards the environment and instil an awareness of our role as global citizens.
- To nurture an ethos of inclusion, safety, fairness and respect for ourselves and others, promoting the health and wellbeing of the whole school community.
- To develop a sense of belonging for all within our school and wider community, enabling staff, pupils, parents and care givers to feel included and part of the setting.

## **Role of the Class Teacher**

Class Teachers have the main responsibility for the welfare of the pupils they teach. The Class Teacher role is to provide support and advice to pupils and parents, in both academic and pastoral matters. The Class Teacher liaises with other members of staff, as necessary, to monitor pupil progress, attendance, wellbeing, participation, standard of work and behaviour.

### **A positive approach**

Our whole-school approach to behaviour management focuses on developing a positive, encouraging learning environment, supporting and guiding the children to know the importance of making the right choices. We place great emphasis on praising and celebrating good behaviours, educating our pupils to understand that their actions have consequences. This provides our pupils with the rewards and boundaries that they need in order to fulfil their potential and positively contribute to the wellbeing of others. In doing so, we strive to make Tarves School a truly caring, respectful, and nurturing community. Our approach is based on the attitudes we wish to engender, rather than on a list of prohibitions. We recognise that respect and consideration for everyone in school are the building blocks of achievement in school and of citizenship in the wider community. However, we also acknowledge that sometimes things can go wrong.

#### Procedures:

- We ask pupils how they feel others might have been affected by their behaviour. This helps pupils consider more carefully what has happened.
- We involve pupils in actively seeking a solution to help resolve what they have done wrong.
- Not all problems are clear cut – who did wrong/who did wrong first. We try to help pupils understand that sometimes there are different perceptions of what/who was wrong. The important thing is that we can work together to resolve the issue and move forward.
- We separate the deed from the doer, highlighting the positive qualities of those involved and reinforce their capacity to behave well.
- We believe that every teacher is a role model and that we can turn negative incidents into constructive events as part of all children's personal and social development.

Due consideration will always be given to an individual's personal circumstances and reasonable adjustments will be made to accommodate any special emotional needs, educational needs or disability.

### **Rewards and Sanctions**

#### Praise is given in many ways:

- a system of House Points
- Daily Reward Time system
- Headteacher award
- stickers and certificates
- verbal praise from any member of the School staff
- increased independence and responsibility in the upper stages
- written comments on individual pieces of work
- a visit to another member of staff to demonstrate success
- announcements of success in assemblies

- awards formally presented at assembly
- school newsletters, our 'Celebrating Success' wall and local newspaper articles
- on school reports, at open afternoons/evenings and notes home
- annual Prize Giving awards

## **Daily Reward Time**

All pupils start the day with 10 minutes of 'Daily Reward Time', with the exception of an extended time of 20 minutes on a Friday. Each class has a colour chart which corresponds to individual pupil behaviour for that day.

The process is as follows:

1. Each pupil will have a peg with their name. They will start the day on 'Green' which entitles them to their full 10 minutes of Daily Reward Time.
2. If exceptional behaviour is shown (above and beyond the expected) pupils will move to 'Gold' and be awarded a certificate in assembly.
3. 'Amber 1' is a first verbal warning from a member of staff and the pupil will lose 5 minutes of their Daily Reward Time.
4. 'Amber 2' is a second verbal warning from a member of staff and the pupil will lose all 10 minutes of their Daily Reward Time.
5. Should a pupil be moved to 'Red', this will result in them being sent to the Head Teacher. A pupil may go straight to 'Red' if a serious misdemeanour occurs. Parents will be contacted and may be asked to attend a meeting, depending on the circumstances. Every 'Red' event will be logged and kept in the pupil's file.

We start a clean-slate approach every day with each pupil returning to green.

In line with Aberdeenshire Council guidance on suspensions or exclusions, in extreme circumstances, the Head Teacher may suspend or exclude a pupil if their behaviour has or is likely to considerably adversely impact their own, another pupil/s or staff member's wellbeing, or brings the school into disrepute. Copies of all documentation relating to any discipline or behavioural matters are kept in the pupil's school file.

Corporal punishment is never permitted.

## **House System**

We operate a system of House points, encouraging collaboration and instilling a sense of belonging. Pupils are awarded house points for a variety of reasons; for working exceptionally hard, for being an eco-warrior, demonstrating resilience, showing kindness and being thoughtful to others, to name but a few. Throughout the academic year, there are a range of House events providing opportunities for pupils to build team-spirit and stimulate healthy competition. At the end of each week, points are counted by the House Captains and the winning team are awarded a trophy at the end of the academic year. The aim of the House Points system is to provide an atmosphere of mutual respect and collective responsibility.

## **Bullying**

At Tarves Primary School, we take a zero-tolerance approach to bullying and follow the guidance issued by Aberdeenshire Council.

Aberdeenshire Council Education and Children's Services define bullying as the following:

- Bullying takes place when the actions of an individual or group of people cause harm to someone by taking advantage of an imbalance of power within a relationship (whether perceived or real).
- Bullying behaviour can be persistent and/or intentional, but often it is neither.
- Bullying can be verbal, physical, mental/emotional or cyber. It can be intentional or unintentional, direct or indirect, persistent, or a one off incident. The impact is on a person's ability to feel in control of themselves.
- People who experience bullying behaviour feel vulnerable and/or socially isolated.

What will the school do about it?

We promote consistency of response to instances of bullying behaviour using a 6 step approach:

1. Record the Incident
2. Speak to the individuals involved having frank and honest dialogue
3. Speak to parents
4. Utilise restorative approaches
5. Monitor the situation
6. Review and increase response accordingly

All safeguarding concerns should be reported in the first instance to the relevant Lead Person as detailed below.

**Safeguarding Lead Person:**

Mrs Lara Conn (Headteacher)

**Safeguarding Deputy:**

Miss Hannah Slessor (Class Teacher)

## **Supporting Documents**

**Aberdeenshire Council** (2007) *"Guidance for Schools and Community Schools Networks:*

*"Working together" to Support Children, Young People, and Staff*

*Promoting positive relationships"*

<https://www.aberdeenshire.gov.uk/media/12213/promotingpositiverelationships.pdf>

**Scottish Government** (2013) "*Better Relationships, Better Learning, Better Behaviour* "

<https://education.gov.scot/parentzone/Documents/BetterRelationships.pdf>

**Scottish Government** (2012) "*Getting it right for children and families: A guide to Getting it right for every child*" <http://www.gov.scot/Resource/0045/00458341.pdf>

**Scottish Government** (2017) "*Included, Engaged and Involved Part 2: A Positive Approach to Preventing and Managing School Exclusions*" <http://www.gov.scot/Resource/0052/00521260.pdf>

*This policy is reviewed annually.*