

Scottish Borders Roman Catholic Schools Community



Respectful Relationships Policy

April 2016

Respectful Relationships Policy

Rationale

A respectful relationship is based upon mutual trust, honesty, kindness, consideration and fairness, bringing out the best in those involved.

(Scottish Borders Council Respectful Relationships policy)

Good behaviour and discipline is a vital part of our school life. It is one of the many elements, which contribute to the positive character and happy atmosphere of our school and enables us to function smoothly and efficiently.

Good discipline is concerned with socialisation and the development of values, beliefs and attitudes. Success is evident in politeness, good manners, respect and tolerance of each other and of others' property.

Aims

The RC schools in Scottish Borders are Rights Respecting Schools which means that we uphold the UNICEF values, based on the United Nations Convention on the Rights of the Child (CRC). The Convention outlines, in the form of rights, what adults must do to enable children to grow and be healthy; to learn; to receive protection; to have their views listened to and to be treated fairly.

As Rights Respecting Schools, all pupils in our schools know that they have:

- A right to be listened to
- A right to be safe and supported
- A right to learn
- A right to play with friends
- A right to be respected

We aim to:

- Develop a positive ethos in our whole school community, understanding that rights and entitlements are the building blocks of successful thriving communities.
- Promote respectful relationships between children, staff, parents and our wider school community.
- Reward children who demonstrate respectful relationships and rewarding this through the use of praise, stickers, certificates and personal time or Golden time.

Our School Charter

Our charters are underpinned by the articles of the United Nations Convention on the Rights of the Child. Each class will work together to write their own class charter which will be agreed upon and on displayed for all to see. This will in time, lead to the creation of a whole school charter.

The core rights we will focus on are:

- A right to learn
- A right to play with our friends
- A right to be respected
- A right to be listened to
- A right to be safe and supported

Positive Reinforcement of Respectful Behaviours

By giving entitlement to our core rights (above) we will ensure a respectful ethos in our school.

PRAISE AND REWARDS are given for following our school charters and demonstrating respectful relationships and may include:

- Written praise in jotters
- Stickers on jotters, on pupils and on reward cards
- Praise postcards
- Praise notes home
- Bonus points to be added to tracking sheet for following our core rights
- Certificates and prizes at Happy Assembly

Our class charters are displayed prominently and attractively within each classroom and throughout the school. These are regularly referred to.

The teacher will actively teach **ROUTINES** for the smooth running of the classroom and school to pupils through demonstrations which are then practised until they meet the highest standards.

Routines

At the beginning of the school year, the children will:

- Create a charter for their class

As part of our work on Rights Respecting Schools we will create and regularly revisit:

- A School Charter
- A Playground Charter
- A Dining Area Charter

The children will be aware of the expectations and routines for:

- attending services in the Church
- trips outside school when walking
- trips outside school when travelling on buses

The above will be revisited throughout the year.

Consequences for taking away entitlements to the rights

The Tracking Sheet

If a child is taking away entitlement of the rights of others, a verbal warning is given.

The tracking sheet starts after a failure to respond to the verbal warning **as soon as this behaviour is repeated**. Each child is entitled to a fresh start every day. The tracking sheet is monitored by members of the senior management team to help support the building of respectful relationships.

THE STEPS

These steps will come into force when a pupil does not respond to the positive reinforcement, general assertive discipline and re-direction approaches used within the classroom.

The Head Teacher or Depute Head Teacher will review tracking sheets weekly and will discuss with staff and pupils as appropriate.

CLASS TEACHER

1. Verbal warning
2. Written warning recorded on the tracking sheet. - Green
3. Time Out at another seat within the classroom for age + 2mins with work. - Amber

MANAGEMENT TEAM INVOLVEMENT

4. Choice Sheet to be filled in following a conversation between the child and a member of the management team. This will be completed at a suitable time. (appended at end of this policy) - Red
5. Letter and/or phone call home to make parents aware their child has reached Red. Copy filed in Rights Respecting Schools folder.

When ongoing support is required, children will be supported through use of GIRFEC paperwork and working in partnership with home, school and outside agencies if required through the MAC process.

Some children with Social, Emotional and Behavioural Needs will have an Individual Education Plan (IEP) or an action plan to support them and all staff will be made aware of agreed strategies and consequences.

The School Charter applies across the school, in the playground and lunch hall. The same rewards and consequences apply in these areas

SEVERE CLAUSE:

More severe behaviours could result in the pupil advancing straight to time out in an agreed area. Class Teacher will contact home for: Swearing; non co-operation; abusive language.
(Senior Management should be told of these instances)

Straight to Senior Management for: Continued swearing; open defiance; deliberate damage to property; stealing.

In the instance of assault and/or injury of another pupils or teacher, Parents will be telephoned by the Head Teacher; or the Class teacher in their absence. In this situation, arrangements will be made between staff to ensure the child is supervised for the remainder of the day either in another class or, if necessary, by the Head Teacher. If the incident is severe the child may be excluded for a fixed period of time. The Head Teacher will hold a readmission meeting with the child and their parents before the child is permitted to return to the classroom.

Dress Code

Whereas the wearing of school uniform cannot be legally enforced, it has been recognised for some time that the wearing of a school uniform strengthens a sense of identity with the school community and has a positive effect on pupil behaviour. Pupils in schools are expected to wear school uniform as described within the School Information Handbook. Any pupil who does not comply with this is quietly and discreetly asked by the Class teacher the reason why, gently reminded of the dress code and asked to wear the appropriate clothing the next day. Where there is a persistent non-compliance the Head Teacher will discuss this with parents/carers.

General Points:

- Clothing which advertises alcohol / cigarettes or shows sporting allegiances can cause offence to others and should not be worn in school
- Pupils will be informed if, for a particular reason, dress code will be relaxed on a specific day
- It is expected that when pupils are representing the school elsewhere they will wear school uniform

Supporting Respectful Relationships - The Role of Adults within the School

Class teachers, playgrounds supervisors, Additional Needs Assistants (ANAs) are responsible for creating and maintaining a positive ethos within our schools through recognising respectful behaviour in a positive way; verbal praise, stickers etc. as agreed

Class teachers, PCST, Classroom Assistants, ANAs and Supply teachers are responsible for following our policy and class/school charter and passing on relevant information.

Playground supervisor is responsible for encouraging respectful behaviour within the playground, following our policy and procedures in line with Rights Respecting schools. A Charter for the playground will be created by the pupils in each school.

They will be made aware of any children with individual support needs and current strategies in place.

Parent Helpers are advised not to administer consequences or reprimand pupils. They should:

- Inform the pupil that they will speak to the teacher and that appropriate action will be taken
- Speak to the teacher as soon as possible



Choice Sheet

My name _____ Date _____ Class _____

The entitlement to the right I took away was:	What do I need to do to build respectful relationships?
A right to be listened to	
A right to be safe and supported	
A right to learn	
A right to play with our friends	
A right to be respected	

Pupil's signature _____ Date _____

Teacher's signature _____ Date _____