Meldrum

Primary

School

Positive

Relationships

Guidance

Our School Vision, Values and Aims

It is the aim of Meldrum Primary School that every member of our school community feels valued and respected. We promote an environment where everyone feels safe and nurtured. We are a Silver Rights Respecting school and we believe that every learner has the right to a positive environment in which they can learn. Positive behaviour is when learners fully engage with learning and teaching in their environment and interact with peers and staff in an appropriate and respectful way.

Our school values are **honesty, kindness, respect, responsibility and perseverance.** These values are well known by our pupils and are lived by all in our school community. The values we have are reflected in the relationships that we have here at Meldrum PS. We demonstrate our values in our interactions with others, and they influence the way we consider and treat each other. School staff use values language in conversations with children and pupils who show our values are rewarded with certificates and the chance to be class "Lead Learners."

Our school vision is "Together we learn, together we achieve" and this document sets out our school approach to promoting positive relationships, mutual respect and wellbeing across the school community.

Our Expectations/Roles

Expectations of children

1. Be respectful to peers, staff, equipment and spaces within the school
2. Be kind to peers, staff, visitors and treat others fairly. We use kind words and actions and can recognise how the tone and language that we use impacts others.
3. Be honest and understand the importance of always telling the truth.
4. Be responsible and make good choices.
5. Be resilient and show perseverance by always trying our best.

Expectations of adults

1. Coach our children on how to deal with situations that may arise within their day.
2. Support our children in building and maintaining positive relationships.
3. Recognise the importance of all adults working in partnership to best support our children.
4. Establish clear boundaries and have high expectations of acceptable behaviours.
5. Celebrate and appreciate progress and effort, recognising that every step forward is an important part of our children's success.

What matters to us

This is how we do it here:

- Daily check in and morning meet and greet to provide a positive and welcoming start to the day for children
- Children interact positively with adults across the school community and have opportunities to work with different staff across learning contexts.
- Children take part in a termly wellbeing check in where they are asked to self-report against the wellbeing indicators of Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.
- Children identify a Trusted Adult within the school who can offer support and guidance when needed. Trusted Adults will engage with children following wellbeing check in and older pupils are also able to scan a QR code to request a chat with their Trusted Adult at other times across the term.
- We use Zones of Regulation as an approach to help children with emotional regulation.
- Weekly certificates are given for pupils which are linked to our values.
- Star awards are given for pupils who demonstrate success in learning, effort or achievement.
- All children and adults are allocated to one of our 4 houses (Beech, Oak, Rowan and Willow) and are rewarded with house points for displaying school values. These can be given by all adults in our school. The house with the most points each term are given the chance to celebrate their success together at a house reward activity. Children are given the opportunity to gather in houses throughout the year where they are able to build relationships with peers across the school.
- Termly Achievement Assemblies are held to recognise and celebrate wider achievements both within and out with school.

Celebrating and Recognising Success

At Meldrum Primary School, we celebrate and appreciate progress and effort, recognising that every step forward is an important part of our children's success. Children are rewarded in a range of ways as detailed below.

Values Awards

Children are chosen to receive a values award on a weekly basis by their class teacher. These awards link with our school values which are an important part of our school ethos. When children are selected for a values award, they become one of the Lead Learners in the class the following week where they are involved in setting learning targets for the class.

House Points and House Rewards

Every child is allocated to one of our 4 house groups (Beech, Oak, Rowan and Willow) and will have the opportunity to earn house points throughout the day. House points can be awarded for many reasons including demonstrating our school values both in the classroom and in the playground. This is a positive recognition of their efforts.

House points are totalled on a weekly basis by the house captains and shared with all classes. At the end of each term, the house with the most weekly wins earns a house reward which will take into account pupil voice in choosing the reward.

Star Awards
These are given on an ad hoc basis and are given to children who demonstrate effort, achievement and enthusiasm in a learning context.

Achievement Assemblies
Our newest celebration of success is our termly Achievement Assemblies. These provide an opportunity to celebrate wider achievement within and outwith school. Parents/carers and staff are invited to share details of achievements which link with the 4 capacities of Curriculum for Excellence (Responsible Citizens, Effective Contributors, Confident Individuals and Successful Learners)

Restore and Repair
At Meldrum Primary School, we recognise that, at times, children are not able to meet the expectations that we have of each other. When dealing with these instances, all staff adopt a restorative practices approach. The term ''**Restorative Approach"** is used in education to mean:

- Developing school ethos, policies and procedures that reduce the possibilities of **conflict and harm**.
- Restoring good relationships when there has been **conflict or harm.**

Restorative questions used by staff when dealing with an issue/incident are:

- What happened?
- What were you thinking/how did you feel at the time?
- What are you thinking/how are you feeling now?
- Who was involved/who suffered?
- What do you need to make you feel better?
- What do we need to do to put things right?

What skills are involved:
- Remaining impartial and non-judgemental
- Respecting the perspectives of all involved
- Actively and empathetically listening
- Developing a rapport with all involved
- Empowering participants to come up with solutions rather than suggesting or imposing ideas
- Creative questioning
- Warmth
- Compassion
- Patience

Corrective Actions

All classes have a United Nations Convention for Rights of the Child (UNCRC) class charter which is linked to our vision and values. This, along with our Health and Wellbeing curriculum, helps support our children to remember the expectations in our school and identify ways to remain in the 'Green Zone'. The UNCRC articles are fundamental to all learning and teaching within the school and underpin everything we do.

- Children are confident when using the 'Zones of Regulation' and can engage with this when they are dysregulated and displaying unacceptable behaviour.
- If pupils continue to display behaviours which do not fit within our previously set out expectations, their teacher will do a 'fly-by' where children will be reminded of these.
- A second reminder will be given if the unacceptable behaviour continues.
- Continuing behaviours will result in a warning, and the child will be reminded of making positive choices.
- Children will then receive a 'last chance' conversation with the teacher, and a later conversation will be arranged.
- If the last chance is not adhered to, the child will receive a time out to an agreed place.
- A restorative conversation will take place between the adult and child.

After behaviour is corrected, everyone involved moves on to a fresh start, thus allowing all children to review, reflect and achieve success again.

Consistent disruptive behaviours or a significant one-off behaviours:

- Pupils moving to an agreed place (HT or PT's room) for fifteen minutes to complete work/have time-out.
- Contact with home will then follow events to inform parents and carers of ongoing issues.
- Individual behaviour supports and strategies will be considered to encourage the child to integrate positively into the classroom.
- Senior Leadership Team will monitor progress and support discussions with pupils, parents, carers and will liaise with staff.

In incidents beyond those mentioned, West Lothian Council's policy on Exclusion from School will be accessed and procedures will be followed.