

Safe

Updated: March 2022



HILLSIDE  
school

Respectful

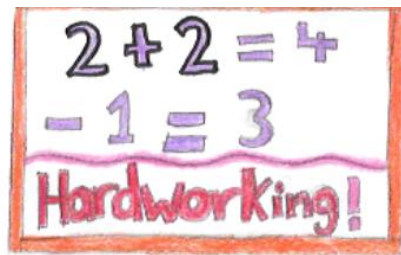


Kind

# Hillside School

## Relationships and Behaviour Policy

Inclusive



Happy

Hardworking



## Relationships and Behaviour Policy

### Statement

At Hillside School we are on a journey to *grow, believe and achieve* and value the role of establishing and maintaining an ethos of mutual respect and trust across our learning community, in order to support our vision. Underpinned by 6 key values (**Respectful**, **Inclusive**, **Kind**, **Safe**, **Hardworking** and **Happy**), we encourage all children, young people and adults to help one another develop positive relationships and behaviours, and to avoid engaging in any actions/situations which could impact negatively on themselves or others.

Hillside School is a Rights Respecting School and is currently certified with a Bronze Award, having received UNICEF's *Recognition of Commitment* accreditation in June 2017. We therefore value a restorative approach to building positive relationships and behaviour management. The guidelines detailed within this policy are in line with the *United Nations Convention on the Rights of the Child* and local and national policies.

This is a whole school policy and has been designed in consultation with children, staff, parents and stakeholders.

### Purpose/Aims

The purpose of this policy is to support and promote a culture and ethos within our learning community whereby everyone - children, young people, parents / carers and staff - feel included, respected, safe and secure and where their achievements and contributions are valued and celebrated.

The policy also aims to ensure that children and young people's rights are respected, protected and fulfilled as enshrined in the [United Nations Convention on the Rights of the Child](#) (UNCRC).

By adhering to this policy Hillside School will:

- value our agreed Vision, Values and Aims.
- teach children about their rights and how actions can affect the rights of others, underpinned by the *United Nations Convention on the Rights of the Child* and wellbeing indicators - in line with *Getting it Right for Every Child*; Scotland's national approach for improving outcomes for learners.
- encourage children to demonstrate positive behaviour through our 6 key values.
- expect that good behaviour is modelled by all adults within the school community and that they treat others with respect and share Hillside's vision for building positive relations.
- value parental partnerships, support and understanding in finding fair solutions to behaviour issues.

- encourage early involvement of parents in supporting the rights of the child and positive behaviour.
- ensure a consistent, fair and sensitive approach to behaviour management, acknowledging that children are individuals, have varying needs and therefore, may benefit from differentiated interventions/support.
- demonstrate that consequences are fair, just and respect a child's dignity.
- follow Aberdeenshire Council's Anti-Bullying policy for defining, preventing, communicating, responding and reporting bullying behaviours.

### Promoting Positive Relationships and Behaviour at Hillside School

At Hillside School, we aim to create positive learning environments by promoting positive behaviour and believe that this is essential to enabling quality teaching and learning and to the delivery of the *Curriculum for Excellence*. Building and maintaining good teacher - pupil relationships is key here. The *Curriculum for Excellence* states that the curriculum 'cannot be delivered without good relationships and positive behaviour' and John Hattie's *Visible Learning* analysis reveals that teacher - pupil relationships has a considerable impact on children's learning.

All staff can be proactive in promoting positive relationships and behaviour by:

- establishing open, positive, supporting relationships across the community, where children and young people will feel that they're listened to.
- promoting a climate in which children and young people feel safe and secure.
- modelling behaviour which promotes health and wellbeing and encouraging it in others.
- using learning and teaching methodologies which promote effective learning.
- being sensitive and responsive to the wellbeing of each child and young person.

### Special Recognition Letter

One of the ways that we recognise positive behaviour is through our 'Special Recognition Letter'. Class teachers issue this letter when a pupil in their class has done something very special linked to the school values, that deserves recognition in that moment. This is celebrated in class and then the letter is sent to SLT to sign and to also celebrate with them. The letter is then sent home to be shared with the pupil's family. The idea for this was developed by pupils and staff.

The whole school voted for the colour of this letter (Feb 2022).

### Hillside Hero Awards

Each term someone in our school community can nominate someone for a Hillside Hero award for displaying positive behaviours linked to our school values over a period of time. These nominations are shared during assembly and the nominee gets a certificate to take home.

## Rights Respecting Schools

All members of staff will reinforce and celebrate positive behaviour at Hillside School by modelling rights respecting behaviours, actions and language. All classes within Hillside School (Nursery - Primary 7) will also develop Class Charters identifying focused rights/needs and detailing what adults and children should do to uphold the rights of the child, ourselves and each other.

Staff members and children will work in partnership to select 3 - 6 articles/rights from the UN CRC and agree on the wording and how to create and display their own Class Charter. Each Class Charter will be referenced to promote positive actions/behaviour and during restorative discussions.

## Restorative Practice

Restorative discussions/approaches are key as a positive behaviour strategy which help support children recognise the impact of their actions and identify ways to resolve conflict/make improved choices. Restorative discussions/approaches support pupils by helping them talk about their thoughts and feelings, take responsibility for their actions and develop skills in order to rebuild/repair relationships. These discussions often involve children affected by negative behaviours also, with staff supportively guiding dialogue and mediating.

**To help aid our discussions with pupils, staff can refer to our agreed restorative script and may ask the following questions during a discussion.**

1. What happened?
2. How were you feeling at the time?
3. Who has been affected?
4. How are you feeling now?
5. What next? Next time I could...

## Safe Space

Every classroom in Hillside School has an identified 'Safe Space'. This space is somewhere pupils can go if they e.g., need quiet time or some support. It can often be a good place to have a restorative discussion. Each class works together to agree how they operate their class Safe Space.

## Rewarding Positive Behaviour - Marbles in a Jar



The objective of the 'Marbles in a Jar' approach is to encourage children to work together and take collective responsibility for upholding the school values - earning 'marbles' in the process.

- Every class has a container of marbles equating to the number of children in the class (e.g. 25 pupils = 25 marbles).

- When a marble is awarded and a child drops it in the jar everyone can see it and hear the 'clink' (the sound of success).
- Marbles can be awarded to individuals or groups of children.
- Once earned, marbles cannot be removed from the jar.

Once all of the class marbles have been put in the jar, the children are rewarded with a treat. This could happen on any day or time, decided by the class or teacher, but as soon as practically possible. Typically a class would earn a treat once every week/second week, lasting no longer than 30 mins.

Our pupil council came up with ideas for what a 'treat' might include. Suggestions included: Outside play, bringing a toy from home, watching part of a movie/show, a craft activity, free-choice play or iPads. Classes will be able to come up with their own suggestions.

### **Who can give marbles?**

Any member of staff can award marbles (teachers, SLT, PSAs, Catering Staff, Office Team or School Janitor). Everyone is encouraged to recognise and promote positive behaviour. SLT will also reward 'jewels' for outstanding examples of the school values being exemplified and, once earned, will be worth 5 marbles. This was also an idea from the School Council.

### **What Kind of Behaviour Earns Marbles?**

Pupils can earn marbles for lots of different things. Marbles may be earned for positive behaviours that link to our school values e.g. being kind to another child in the playground, making a 'safe choice', working especially hard or making sure someone feels included.

Staff will use their knowledge and professional judgment when it comes to awarding marbles. All children are different and staff will know what constitutes 'effort' for that child. For example, a child who finds it difficult sitting for a story may be awarded a marble for managing to do this and a child who struggles to make good choices in the playground may be awarded a marble for having a positive lunch time.

In summary, how pupils earn marbles will be age, stage and pupil dependent.

In addition to our Marbles in the Jar system, Hillside School promotes positive relationships, behaviours and our school values through praise, feedback, profiling, Hillside Hero certificates, 'Star Diner', Twitter, and health and wellbeing learning and teaching.

### **Managing Inappropriate Behaviour**

With adult guidance, clear boundaries and a focus on celebrating positive behaviours, it is anticipated that pupils at Hillside school will have a clear understanding of what is expected. By having a clear and fair sanction system, this will support pupils to make good choices.

Following consultation with pupils, staff, parents and partners we have agreed the following sanction system:

### **Stage 1 - Verbal Warning**

The pupil is aware they have received a verbal warning but this is not recorded.

### **Stage 2 - Second Warning**

All classes have a clip board with pupils' names on them. When issued with a second warning, there will be a 'dot' marked next to the pupil's name.

### **Stage 3 - Third Warning**

There will be a second 'dot' against the pupil's name.

### **Stage 4 - Final Warning-Visit to SLT- Letter Home (see Appendix 1)**

At this point the member of staff will add a third 'dot' next to the pupil's name and issue them with a 'Yellow Letter'. They take the letter to a member of SLT to have it signed and to have a further discussion. The letter then goes home to be signed by parents.

All Teaching Staff (including visiting specialists/supply staff), PSAs and SLT can issue warnings to pupils. This could be due to behaviour in the classroom, corridors, open areas, dining room or playground.

**Each child starts the day with a clean slate - sanctions are never carried forward to the next school day unless agreed as part of a restorative discussion.**

### Additional Considerations

There may be individual pupils for whom this system is not effective for a variety of reasons. These children may well have a separate behaviour plan or Individual Education Plan (IEP).

It is also important to understand that some children in school have additional support needs where their behaviour is affected by particular difficulties/challenges. These pupils may have very specific and tailored plans related to their behaviour and strategies in place.

### Parents Role

We kindly ask that on receipt of the yellow letter, parents follow this up by having a discussion with their child at home. We also ask that you sign and return the letter the following day.

### Pupil Understanding of Policy

Pupils will be introduced to policy changes through a special assembly. Following this, pupils will be reminded of our policy every new school year and regular reminders will be made in class.

## Serious or Unexpected Behaviours

From time-to-time, in any school, there are incidents related to pupil behaviour that would be deemed as serious. SLT will be notified as soon as possible and appropriate steps will be taken. In these situations, parents would always been contacted.

Hillside School also refers to 'Included, Engaged and Involved Part 2: A Positive Approach to Preventing and Managing School Exclusions'.

## Frequently Asked Questions - Decided and agreed by Pupil Council March 2022

These questions have been devised and answered by our Pupil Council.

*What kind of 'things' earn marbles?*

"You can earn marbles by doing things that relate to our school values. Children can point out when other children have done good stuff."

*Will we get to share a class 'treat' with our friends in the other class?*

"Yes that can be arranged when classes want to do this."

*When we earn our treat what day will we get it?*

"This could be any day or classes may decide to build up treats to have a longer time."

*What kind of things could we do as a treat?*

"This can be lots of things. We could all decide together as a class. We could even vote if there are different ideas!"

*How do you avoid getting warnings?*

"You just need to always think about the school values"

*How do you get a Special Recognition letter?*

"The class teacher will make that decision when they feel a pupil has done something outstanding linked to the school values"

## Bullying

Bullying in any form is intolerable and unacceptable. Parents/carers, pupils and teachers have a responsibility to work in partnership to maintain a high standard of behaviour and an environment free from bullying behaviour. Aberdeenshire Council believes that everyone should be treated equally and with respect.<sup>1</sup>

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<sup>1</sup> Aberdeenshire Council's Anti-Bullying Guidance for Learning Establishments, 2015



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 is abusive. Bullying behaviour is often displayed as a result of past experiences which affect and impact on current actions. Bullying can be verbal, physical, mental/emotional or cyber. It can be intentional or unintentional, direct or indirect, persistent, or a one off incident.

People who experience bullying behaviour feel vulnerable and/or socially isolated.

Hillside School promotes consistency of **response** to instances of bullying behaviour using the 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

Hillside School follows Aberdeenshire's Anti Bullying Guidance for preventing, communicating, responding to and reporting bullying behaviours. Please refer to the link below for more information.



## Policy Links

*Anti-Bullying Policy for Learning Establishments (Aberdeenshire Council)*

<https://www.aberdeenshire.gov.uk/media/22025/anti-bullying-policy-2015-version-1.pdf>

*Exclusion Policy (Aberdeenshire Council)*

[https://www.aberdeenshire.gov.uk/media/3901/policy\\_disc\\_exclusion.pdf](https://www.aberdeenshire.gov.uk/media/3901/policy_disc_exclusion.pdf)

*Guidance for Parents/Guardians/Carers on Exclusion of Pupil from School (Aberdeenshire Council)*

<https://www.aberdeenshire.gov.uk/media/3849/guidelinesforexclusion.pdf>

*Better Relationships, Better Learning, better Behaviour (Scottish Government)*

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

*Included, Engaged and Involved: A Positive Approach to Preventing and Managing School Exclusions (Scottish Government)*

<file:///C:/Users/jleslie1/Downloads/00521260.pdf>

*Getting in Right for Every Child (Scottish Government)*

<https://www.gov.scot/policies/girfec/>

## Policy Review

Evaluation of this policy will focus on the impact of its defining principles.

Impact may be measured through:

- Data
- Pupil discussions, feedback and experiences
- Gathering the opinions of staff members, parents and carers

This policy will be reviewed at least every 3 years.



**HILLSIDE**  
school

## Appendix 1 (printed on blue paper)

**Aberdeenshire**  
COUNCIL



Hillside School  
Newlands Drive  
Portlethen  
ABERDEENSHIRE  
AB12 4LX

01224 472850

Date: \_\_\_\_\_

Dear Parent/Carer,

We are writing to you with some wonderful news! \_\_\_\_\_ has earned this 'Special Recognition Letter' and we want to celebrate that with you today. We have already celebrated their news as a class and with the Senior Leadership Team.

The reason why they have earned this Special Recognition Letter.

The Hillside Values they have displayed include (circle as appropriate)

SAFE      KIND      HAPPY      HARDWORKING      RESPECTFUL      INCLUSIVE

We are incredibly proud of this great achievement! Please take the time to discuss this with your child at home and share their great news with friends and family.

Yours sincerely,

Class Teacher Signature

SLT Signature

Pupil's name: \_\_\_\_\_

I received a letter today informing me of my child's Special Recognition Letter

Comment:

Parent/Carer signature \_\_\_\_\_

Date \_\_\_\_\_

## Appendix 2 (printed on yellow paper)



**HILLSIDE**  
school

**Aberdeenshire**  
COUNCIL



Hillside School  
Newlands Drive  
Portlethen  
ABERDEENSHIRE  
AB12 4LX

01224 472850

Date: \_\_\_\_\_

Dear Parent/Carer,

We write to inform you that today \_\_\_\_\_ reached Stage 4 of our whole school Behaviour System.

The reason/s include (brief summary):

We would appreciate if you would discuss your child's behaviour with them at home and reinforce the school values, which are SAFE, KIND, HAPPY, HARDWORKING, RESPECTFUL and INCLUSIVE. You may also want to use the restorative questions that staff use with pupils. These can include:

1. What happened?
2. What were you thinking about at the time?
3. How did you think xx felt?
4. How would you feel if.....?
5. How can we put this right now?

Please sign and return the tear off slip to acknowledge you have received it.

Thank you for your support.

Yours sincerely,

Class Teacher Signature

SLT Signature

Pupil's name: \_\_\_\_\_

I received a letter today informing me of my child's behaviour in school and we have discussed this at home

Parent/Carer signature \_\_\_\_\_

Date \_\_\_\_\_