



<p>Meldrum School Positive Relationships and Behaviour Procedure Revised August 2019</p>	<p style="text-align: center;">Meldrum School Expectations</p> <ul style="list-style-type: none"> • Be Ready for learning • Be Respectful to ourselves and each other • Learn and play Safely
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At Meldrum School, we encourage pupils to be self-motivated to be the best they can be and feel proud of themselves when they do the right thing. We promote and teach pupils how to develop positive relationships and appropriate behaviours.

Recognition

Recognition is used to celebrate and praise those who follow the School Expectations. We recognise when pupils demonstrate positive relationships and behaviours and we support pupils who find this challenging. We also recognise those who have shown a special effort to follow school expectations at a particular time and those who go 'above and beyond'. There is a balance of whole class, group and individual recognitions.

Recognitions may include:		
<ul style="list-style-type: none"> • Verbal Praise • House Points • Green Cards • Stickers 	<ul style="list-style-type: none"> • Class Certificates • Assembly Certificates • VIP Cards • Wall Displays 	<ul style="list-style-type: none"> • Class based recognition systems & events • Golden Moments Book • Visit SLT to share Good News • School Newsletter recognition

Role of all Adults in School

- Model School Expectations
- Apply the Positive Relationships and Behaviour Policy and Procedure consistently
- Recognise pupils who demonstrate positive relationships and behaviours and support pupils who find this challenging
- Fully investigate circumstances of any relationship conflict or inappropriate/unacceptable behaviours
- Use Restorative Approaches to resolve all situations
- Use supportive actions to help pupils learn how to have positive relationships and behaviours
- Ensure any consequences used are appropriate and proportionate
- Teachers will maintain a Cause for Concern Record for pupils when required
- The Senior Leadership Team (SLT) will be informed about Amber Cards and Red Cards and become involved in supporting pupils as detailed in the following tables
- All adults will maintain confidentiality and never share personal information about incidents, supportive measures or consequences with any other third party

Role of Parents/Carers

- Model School Expectations
- Support the school's Positive Relationships and Behaviour Policy and Procedure
- Communicate any concerns regarding their child/ren or any issues which may impact on their child's relationships or behaviour
- Promote their own child/ren to be accountable for their own relationships and behaviours
- Work in partnership with the school and other agencies (if appropriate) to meet the needs and the best interests of their own child/ren

Reminders, Amber Cards and Red Cards

Reminders, Amber Cards and Red Cards are used to raise awareness that pupils are needing support to have positive relationships and behaviours in school. Amber Cards and Red Cards are reminders for pupils to work harder at their relationships and behaviours and an indication to school staff and parents/carers that pupils may need some additional support to manage themselves more appropriately in school. Once dealt with, all Amber Cards are retained by Class Teachers and Red Cards should be given to the Depute Head Teachers. The Amber Cards and Red Cards system starts afresh each term.

In the classroom, reminders may include...	In the playground, reminders may include...
Verbal reminders and reinforcement of expectations	Verbal reminders and reinforcement of expectations
Temporary move of seats	Temporarily playing in the Quiet Playground
Time Out of situation by leaving classroom	Time Out of situation by staying inside
Increased adult support	Increased adult support

Amber Cards are issued for inappropriate behaviours	
1 st	Discussion between Class Teacher and pupil
2 nd	Class Teacher to share concern with parents/carers in person, in a phone call or by email.
3 rd	Class Teacher to arrange meeting with parents/carers to discuss how best to support pupil. Depute Head informed of meeting. Pupil encouraged to be at meeting.
4 th	Depute Head and Class Teacher to arrange further meeting with parents/carers to consider further support required. Pupil encouraged to be at meeting.

Red Cards are issued for unacceptable behaviours	
1 st	Class Teacher to share concern with parents/carers in person, in a phone call or by email.
2 nd	Class Teacher to arrange meeting with parents/carers to discuss how best to support pupil. Depute Head informed of meeting. Pupil encouraged to be at meeting.
3 rd	Depute Head and Class Teacher to arrange further meeting with parents/carers to consider further support required. Pupil encouraged to be at meeting.

Actions Arising from the Issuing of Amber and Red Cards

As every individual pupil and details of situations are different, the responses and actions will be specific to individual circumstances. In addition to the stepped actions detailed above, actions may also include:

- Alternative arrangements at specific times during the school day
- Use of Reflection Sheets and/or Target Sheets
- Additional pastoral support
- Intervention Prevention Teacher support
- Pupil Support Worker support
- Advice from School Educational Psychologist
- Single Agency GIRFEC assessment
- Single Agency co-ordinated targeted support
- Seeking advice from Social Work or Health professionals
- Multi Agency GIRFEC assessment
- Multi Agency co-ordinated targeted support
- Courting Exclusion
- Internal Exclusion
- School Exclusion

Bullying

When groups of children are learning how to be together in the classroom, around the school or in the playground, there can sometimes be conflict between them. This is a part of growing up and learning how to manage tricky social situations and is not bullying. Bullying is **sustained victimisation** and at Meldrum School, allegations of bullying are taken seriously, and we will do everything we can to resolve the situation as quickly as possible.