[](https://www.google.co.uk/url?sa=i&url=https%3A%2F%2Ftwitter.com%2Fechtprimary&psig=AOvVaw28CTVHB_AUN6bvedFO-GNd&ust=1583770661980000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCIjfi9Cji-gCFQAAAAAdAAAAABAE)

**Echt School - Promoting positive behaviour, relationships and ethos policy**

At Echt School we believe positive relationships lead to happier, safer and more confident learners. This leads to higher levels of mental and emotional wellbeing, which allow pupils to achieve their best.

**Reward systems**

We believe pupils should be encouraged to achieve our shared aims. To support this, we have a range of reward systems and approaches in place.

All pupils within the school are members of one of our 3 ‘houses’: Myriewell, Fairfield and Barmekin. The houses are led by a captain and a vice captain who apply for the positions and are then selected by Pupil Council. Pupils have opportunities to earn house points each day, perhaps through their actions, the effort they have made with their work, their achievements in or out of school or the skills they have displayed.

House points can be earned, but not lost. They can also be awarded for house challenges.

At the end of each week’s assembly, the house points from each class are added the team total and displayed on the Pupil Council board. The pupil in each class with the most house points for that week are also presented with a certificate which is presented and also displayed on the Pupil Council board.

House points can be awarded by any member of staff within the school.

Each week, a pupil from each class becomes a Values Warrior and works with the teacher to nominate a child in class who has been seen to have demonstrate the value of the week.

The school values are RESPECTED, INCLUDED, CREATIVE, INDEPENDENT, RESPONSIBLE, SELF-BELIEF, TEAM PLAYER. However, KINDNESS is also celebrated in value of the week.

These pupils receive **20 house points** for their house.

**Our Class Charters**

Our class charters are created at the start of the year.

Pupils highlight several rights they want to focus on in particular. These rights are regularly referred to during the school day as required.

Staff and pupil also agree to codes of conduct –

**We Will… Staff Will…** which are displayed alongside our charters.

**Other approaches to promote positive relationships and behaviour;**

* Coram Life Scarf HWB resources
* Circle time
* Philosophy for Children sessions
* Restorative approaches
* Class incentives e.g. stickers, marbles in the jar, star writer
* Pupil groups; eco, Fairtrade and community, pupil council, health, rights respecting, Young Leaders of Learning, digital leaders.
* Buddies
* Play leaders
* Peer mediators
* Verbal praise
* Review of school expectations in assemblies
* Achievement wall
* Rights respecting school activities
* Positive comments in jotters/on classwork.
* Assemblies
* Maintain a consistent, fair approach

**Approaches to protecting everyone’s rights.**

Occasionally, pupils will not display the positive behaviours we set through our school aims, values, class charters or our ‘We Will’ classroom expectations.

If this is they case they will be given a verbal warning and encouragement where the adult will reinforce correct behaviours. If the behaviour persists then the following action/s may occur.

* Move of seat in class
* Withdrawal of privileges
* Time out
* Appropriate apology (written or verbal)
* Time reflecting indoors over break time
* Restorative conversations
* Reflection sheet
* Pupil discussion with Head Teacher
* Communication with parent/carers
* An intervention may then be put in place e.g.
* Small group friendship activities
* Additional adult support – playground, class
* Home-school diary/ reward chard agreed with child and parents
* Alternative playtime/lunch plan
* Risk assessment
* Single agency plan
* Working with other professionals e.g. Intervention and Prevention Tecaher (IPT), Additional Support for Learning teacher (ASL), School Nurse, Educational Psychologist, Pupil Support Worker.

In some circumstances an incident maybe so serious as to warrant an exclusion either on short term, conditional or permanent basis. See Aberdeenshire Council policy.

**Exceptions**

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

**Related policies**

* Echt Anti-bullying Policy
* Aberdeenshire Council, Education and Recreation Service – Policy on School Discipline and the Use of Exclusion