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Creating a Climate for Learning Policy

Buchanhaven School

2020

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Description automatically generated *Children have the right to be educated, and discipline in schools should respect children’s human dignity. (Article 28, UNCRC)*

**Creating a Climate for Learning**

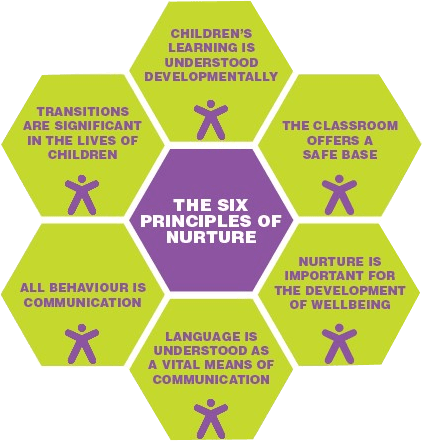
**Purpose**

This policy details the positive behaviour expected of all pupils, staff, parents and partners in Buchanhaven School. It provides simple, practical procedures for staff and learners that teach appropriate relational approaches through positive interactions, whilst promoting self-esteem and self-discipline.

**Audience**

This policy has been created following consultation with our children, parents, staff and partners. It will be available via our school website and hard copies are available at the school office.

At Buchanhaven, we are proud of our strong emphasis on wellbeing which is reflected in our school ethos. By encouraging and building positive relationships with our children and families we promote positive attitudes towards behaviour. Our Nurturing approach ensures every opportunity is offered for discussion and/or mediation between the child/ren and staff to resolve any difficult situations that arise. By working together, everyone involved within our school community has an active role in supporting the success of this approach and its positive impact upon learning and attainment for all our pupils. This in turn enables them to become successful learners, confident individuals, effective contributors and responsible citizens.



Our staff team have recently been encouraged to undertake professional development opportunities linked to the work and research of Paul Dix\*. Many of his approaches link well with existing practice at Buchanhaven. Also underpinning our ‘Climate for Learning’ at Buchanhaven School are our Vision, Values and Aims. The full statement for our school can be found in appendix 1.

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**Vision**

At Buchanhaven, our vision is to encourage our pupils to bravely try new experiences, to be confident and successful individuals, who value and are proud of their own and each other’s achievements.  Our staff nurture and support our pupils, and their families, to lead healthy lives and be active members of our community. We promote resilience across the school and encourage everyone to “never give up”.

**Values**

**Respectful – Ambitious – Inclusive – Responsible**

An acronym of which is incorporated into the motto:

**We’re right rair bairns**

**Aims**

At Buchanhaven we aim to provide a happy, welcoming and inclusive environment for everyone in our school community. By working collegiately with all our stakeholders, we provide high quality learning and teaching, which encourages pupils to have high standards, develop a growth mindset and be proud of their achievements. Engagement in these rich learning experiences, allows our pupils to develop skills for lifelong learning through becoming Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens.

**With all these factors being taken into account, in creating a positive climate for learning we aim to:**

* create a culture of exceptionally good relational behaviour: for learning; for community; for life
* ensure that all learners are treated fairly, shown respect and promote positive relationships
* refuse to give learners attention and importance for negative actions
* support learners to take control over their understanding of social behaviour and be responsible for the consequences of it
* build a community which values kindness, care, good humour, acceptable relational approaches and empathy for others
* continue to promote community cohesion through improved relationships
* ensure that excellent relational behaviour is a minimum expectation for all

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**Consistent Messages**

We will use the acronym RAIR (from our school values) to scaffold our expectations. Following consultation with staff and pupil council, posters were identified as being useful tools in raising awareness of our expectations. These will be displayed around the school community in order to ensure:

* Learners have a clear and consistent understanding of what is expected at Buchanhaven School.
* Opportunities for pupils, staff, parents and partners to develop a shared language to discuss relational approaches and ensure our values are meaningfully embedded within our school routine.
* Learners continue to develop skills associated with becoming Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens.

Examples of these posters can be found in appendix 2.

**Partnership Working**

We are very fortunate at Buchanhaven to have an incredibly supportive school community and strong partnership links. We will need to continue to work together to create our consistent culture of excellence. As Paul Dix describes from his own experiences, we may need to focus on the relational behaviour of ourselves, as adults (which can often be uncomfortable) and not simply the application of a policy or procedure. There is no short-cut to changing behaviour and school cannot do this in isolation. It is down to every adult in our community to show determination and develop consistency, that can be shown through every interaction in relational behaviour. Where learners feel treated like valued individual’s they respect adults and accept their authority.

**Ready to Learn**

With this in mind, we have identified opportunities for parents to play an active role in supporting us to create this positive environment. Through creating our “Ready to Learn” checklist (attached) we provide clear guidance on ways in which parents, children and school can work together to ensure we are meeting the needs of everyone in our community. This approach will also enable our learners to become Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens.  It also identifies where you can seek additional support and advice should you require this at any point.

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Description automatically generated **UNCRC Article 28:** You have the right to a good quality education

**UNCRC Article 12:** You have the right to an opinion and for it to be listened to and taken seriously

**Classroom Expectations**

Class teachers will construct classroom charters with their respective classes at the beginning of each session. These will:

-make explicit links to our expectations and relational approaches through the RAIR acronym (school values)

-be individualised to suit the needs of each class.

-links to the UNCRC articles (see appendix 3) have also been made, to support children to begin to understand what their rights look like in a meaningful and relevant way.

-be reviewed regularly, in conjunction with the pupils, to ensure they are effective in addressing any issues which arise.



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**Recognition**

The use of praise is key to developing positive relationships and building a positive ethos. At Buchanhaven we value the huge effort that our children make to demonstrate daily respectful, ambitious, inclusive and responsible relationships throughout the school and within the wider community. We constantly recognise and reward this hard work in many ways which may include:

|  |  |
| --- | --- |
| **Classroom managed Rewards** | |
| **Examples of Behaviours** | **Possible Rewards** |
| Demonstrating relational behaviours which are explicitly linked to our school values:   * Respectful * Ambitious * Inclusive * Responsible   This will take the form of a class charter, individual to each class, created in consultation with pupils. | * Verbal praise * Sticker * Positive Note home * Class incentives (negotiated with pupils) * Assembly certificates * Head Teacher/Depute Awards * “Above and Beyond” events * Recognition on school social media channels |

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| **Wider School Community Rewards** | |
| **Examples of Behaviours** | **Possible Rewards** |
| Demonstrating relational behaviours which are explicitly linked to our school values:   * Respectful * Ambitious * Inclusive * Responsible   as indicated within that specific area of the school eg: Dining Hall, Corridor, Playground. | * House Points * Stickers * Positive Note home * Assembly Certificates * Photographs on display * Head Teacher/Depute Awards * Recognition on school social media channel |

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Description automatically generated **UNCRC Article 28:** You have the right to a good quality education

**UNCRC Article 12:** You have the right to an opinion and for it to be listened to and taken seriously.

**Restorative Approaches**

At Buchanhaven, we believe that every child is an individual, therefore, each relational behaviour incident will be managed appropriately depending on the circumstances. For the majority of our learners, a gentle reminder is all that is required to get them back on track. Opportunities to support pupils to positively and safely, re-engage with their learning are scaffolded at each step. There are also scripted and timely discussion and reflection points embedded into this approach, to allow for the consistency in message and experience for pupils and colleagues.

|  |  |
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| Steps | Actions |
| Redirection | Gentle encouragement. Nudge in the right direction, small act of kindness |
| Reminder | A reminder of the expectations (RAIR) delivered privately whenever possible. Repeat reminders if necessary. De-escalate & De-celerate where reasonable and possible, take the initiative to keep things at this stage.  Use one of the following suggested strategies:  ***Own it, Apologise for it, Make it right (OAR) – Bounce Back***  ***3 T’s - AFCCT***  Praise given if able to show positive behaviour as a result of reminder. |
| Caution/Last Chance | A clear, verbal caution delivered privately where possible, making the learner aware of their behaviour and clearly outlining consequences if they continue. ***Use 30 second scripted conversation***  If the warning is not heeded and the behaviour continues this must be recorded on the ***Behaviour Log.*** At this point the learner will be informed that they will have to **miss ten minutes** from the next break/lunch time in reflection time.  At break time this will be spent with the designated member of SMT.  At lunch times the ten minutes will be spent with the designated member of SMT.  Children will be expected to have a ***reflective dialogue.***  For serious breaches at lunch times, the pupil will be expected to stay inside with an adult for the remainder of the lunch break. |
| Cool Off/Time Out | Cool Off might be a short time away from the classroom with another class/PSA/Nurture room/Sensory Room. It allows the learner to reflect, away from others.    It is a few minutes to calm down, breathe, look at the situation from a different perspective and compose themselves.  Speak to the learner privately and give them the final opportunity to engage. Offer a positive choice to do so. |
| Repair | A restorative meeting will take place before the next input.  If the learner doesn’t engage or the reconciliation is unsuccessful the teacher should call for their line manager to support the reparation process.  ***Use questions from Restorative Conversation list*** |

At Buchanhaven, learner’s may have their relational behaviour monitored by teachers to show progress towards targets, as detailed in the table below. We endeavour to make sure this is done discretely. We have chosen to move away from coloured reports which advertise negative choices or give fame to those who choose not to meet our high standards of relational behaviour.

|  |  |
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| Parent Communication  Formal Meeting  Weekly Behaviour Meeting | If a child has two incidents in a week requiring reflection, the class teacher must inform parents.    If a child has three or more incidents in a week (or regular incidents) requiring reflection, a meeting with SMT, the class teacher and parents/carers will be arranged. Agreed targets will be monitored over the course of 2 weeks, and progress towards these will be recorded.    Children who regularly receive more than 3 reflections in a week will have weekly monitoring meetings (during lunchtime) to discuss their behaviour. Parents/carers will continue to be actively involved in the process by working in collaboration with the school. |

A serious breach occurs after an incident which may lead to a fixed term exclusion. These might include incidents of:

* Fighting
* All forms of bullying
* Racist, sexist or homophobic comments
* Inappropriate name calling

Where exclusion is deemed the safest and most appropriate outcome, Aberdeenshire Council policy will be enacted accordingly in these circumstances.

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In a nutshell, these are our relational expectations for everyone in the Buchanhaven School community:

**Our school rules:**

**We are respectful**

**We are ambitious**

**We are inclusive**

**We are responsible**

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**All staff, everyday…**

1. **Refer to our values Respectful, Ambitious, Inclusive and Responsible daily.**
2. **Will support learners to be responsible for their behaviour.**
3. **Will deal with behaviour without delegating.**
4. **Will use the steps in behaviour for dealing with any poor relational choices.**

**Our behaviour steps are…**

**Redirection**

**Reminder**

**Caution/Last chance**

**Cool off/Time Out**

**Reparation**

**Formal Meeting**

**At each stage, adults deliver expectations calmly and allow for “take-up time”.**

**Our SMT will…**

**1) Stand alongside colleagues to support, guide, model and show a unified approach for learners.**

**2) Be a visible presence around the school, particularly at transition and high traffic points and areas.**

**3) Use behaviour data to target and assess practice and policy; reviewing regularly provision for learners who fall beyond the range of written policy.**

**4) Deal with serious breaches in a manner appropriate to the individual involved. Where pupil safety is compromised, this may lead to exclusion. Aberdeenshire Council policy will be followed accordingly.**

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Description automatically generated REFERENCES TO DOCUMENTS WHICH HELPED US SHAPE THIS POLICY:

Paul Dix (2017) When the Adults Change, Everything Changes, Carmarthen, Independent Thinking Press

<https://education.gov.scot/improvement/practice-exemplars/developing-whole-school-nurturing-approaches/>

<https://www.unicef.org/media/60981/file/convention-rights-child-text-child-friendly-version.pdf>

<https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_summary-1.pdf?_ga=2.37477733.433761817.1552426747-2143559949.1533245810>

<https://education.gov.scot/Documents/hwb-across-learning-eo.pdf>

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

<https://www.gov.uk/guidance/equality-act-2010-guidance>

<http://www.legislation.gov.uk/asp/2009/7/contents>

<https://www.npfs.org.uk/wp-content/uploads/2018/08/00537041-1.pdf>

<https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf>

<https://www.gov.scot/publications/behaviour-scottish-schools-research-2016/>

<https://www.gov.scot/publications/developing-positive-whole-school-ethos-culture-relationships-learning-behaviour/pages/1/>

<https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/policy-drivers/better-relationships-better-learning-better-behaviour>

<https://www.gov.scot/publications/included-engaged-involved-part-2-positive-approach-preventing-managing-school/pages/2/>

<https://www.gov.scot/publications/respect-national-approach-anti-bullying-scotlands-children-young-people/>

<https://education.gov.scot/improvement/Documents/inc55ApplyingNurturingApproaches120617.pdf>

<https://www.aberdeenshire.gov.uk/media/3901/policy_disc_exclusion.pdf>

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**Vision**

At Buchanhaven, our vision is to encourage our pupils to bravely try new experiences, to be confident and successful individuals, who value and are proud of their own and each other’s achievements. Our staff nurture and support our pupils, and their families, to lead healthy lives and be active members of our community. We promote resilience across the school and encourage everyone to “never give up”.

**Values**

Following consultation (February 2020) the values which best describe us here at Buchanhaven currently are:

**Respectful – Ambitious – Inclusive – Responsible**

The motto we have created to help us remember these values is:

**We’re right rair bairns**

Spoken in our native tongue, rair is an old Scots’ word which has many definitions. It is of relevance to us at Buchanhaven when used to describe something as being extraordinary or remarkable[[1]](#footnote-2). Despite having one of the largest school rolls in Aberdeenshire, we fully believe our children are remarkable. We take time to recognise their unique, individual skills and talents which in turn, contribute to the continued success of our school.

Our school community works together to encourage everyone to demonstrate these values. They are also key to our “Climate for Learning” policy which encourages pupils to engage with these daily in meaningful ways. Regular opportunities are provided to celebrate success through recognising pupils who demonstrate our values in positive ways.

**Aims**

At Buchanhaven we aim to provide a happy, welcoming and inclusive environment for everyone in our school community. By working collegiately with all our stakeholders, we provide high quality learning and teaching, which encourages pupils to have high standards, develop a growth mindset and be proud of their achievements. Engagement in these rich learning experiences, allows our pupils to develop skills for lifelong learning through becoming Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens.

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**Playground**

**Article 31:** You have the right to play and rest.

**Respectful**



**We listen to PSA instructions**

**We value property**

**We use gentle hands, feet and words**



**We set a good example**

**We try our best**

**Ambitious**



**Inclusive**

**We encourage each other**

**We respect everyone’s choice of activity**



**We make sensible choices**

**We line up smartly at the bell**

**We play safely**

**Responsible**



Date of original policy: June 2013

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| **Revision No.** | Details of Change | Date |
| 1 | Initial consultation with staff and pupils | January 2020 |
| 2 | Initial consultation (online survey) with parents | February 2020 |
| 3 | Further Consultation with staff and partners | February 2020 |
| 4 | Policy update/consultation with Education Scotland (Attainment Advisor) | June 2020 |
| 5 | Policy update | August 2020 |
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1. "Rare *adj.*". *Dictionary of the Scots Language*. 2004. Scottish Language Dictionaries Ltd. Accessed 27 May 2020 <<https://www.dsl.ac.uk/entry/dost/rare_adj> [↑](#footnote-ref-2)