



GETTING IT RIGHT FOR EVERY CHILD

## Positive Relationships at Ardvreck

This policy has been created in consultation with the stakeholders of Ardvreck School: staff, parents, Governors and most importantly, the children. At all stages of the process, we have held dear the *UN Convention of the Rights of the Child* with specific regards to the following articles:

- Article 3 (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children.
- Article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.
- Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.
- Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

## Principles, Aims and Ethos

*"A culture where children and young people feel included, respected, safe and secure and where their achievements and contributions are valued and celebrated is essential to the development of good relationships. In order to create this environment for effective learning and teaching there should be a shared understanding of wellbeing underpinned by children's rights and a focus on positive relationships across the whole school community"* (Developing a positive whole school ethos and culture: relationships, learning and behaviour, 2017)

At Ardvreck, excellent personal and professional relationships between all staff and pupils are vital in and around school: in classroom environments, outdoor environments and in our boarding house. It is recognised that the vast majority of pupils in our school respond positively to the methods of care and discipline practiced by our staff.

Good order, impeccable manners and discipline are essential if the school is to look after the wellbeing of all those within our school community. It is vital that this policy is understood and supported by the whole school community to help maintain the high standards that Ardvreckians set, and by which they are known.

Whilst the focus will always aim to be a positive approach, there are 'consequences' if any behaviour falls below that which is expected at Ardvreck. Any member of staff may discipline a child as long as this is done with the best intentions, is reasonable and proportionate to the misdemeanour and aims to maintain good working relationships with both the pupils and parents. It will take into consideration: a pupil's age, wellbeing needs, special educational needs, disabilities or religious orientation and will follow the consequence system detailed in page 4 of this policy.

This policy aims to ensure the wellbeing and safety of all pupils and staff in and around the school, the school grounds, on school outings/trips, and in the boarding house. Pupils who feel Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included are more likely to respond positively to any support offered, and to assist in creating a happy learning environment for all.



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## **Community Principles**

- Pupils have a right to be treated fairly in a safe and orderly learning environment which will facilitate them to achieve their full potential.
- Staff are entitled to work in a positive environment free from disruption. Agreed standards of behaviour should be applied consistently across the school.
- Parents have an essential role to play in assisting the school in maintaining high standards of behaviour. Consistency between the school's expectations of behaviour and parents' expectations - and their support - of the behaviour policy, is essential.
- Governors will support the school and its staff in maintaining high standards of discipline.
- Visitors – both adults and children - have a right to feel welcome and safe when in school.

## **Positive Expectations**

Pupils at Ardvreck know how to behave and what is expected of them. Teachers discuss classroom rules with pupils. PSHE lessons, assemblies, house meetings and tutor times are used to discuss behaviour and educate pupils on relevant school policies. Positive relationships are expected from all Ardvreckians, whether day pupils or boarders, and are encouraged in many different ways throughout the school, including, but not limited to:

- Recognition of everyday acts of kindness and consideration through the awarding of House Rings.
- Encouraging children to undertake personal and group responsibilities e.g. a whole school focuses on certain positive behaviours.
- Involving children in decisions that affect them.
- Visiting the Headmaster with especially good work or for very thoughtful behaviour.

## **Houses and House Points**

The school is divided into 4 houses (Barrie, Buchan, Burns, Scott) with a wide range of ages from Nursery to Form 6 (3-13). The vertical house system allows pupils to form friendships throughout the year groups, interact with a wider variety of peers and enable each pupil to feel that they can make a valuable contribution, feel a sense of belonging and feel part of a team. Throughout the year there are weekly meetings and various enjoyable House Competitions, in which every member of the school participates.

## **Ring Cards – A Visual Reminder**

Every pupil has a 'ring card'. Staff can issue a pupil with a 'ring' (House point) for good work, good behaviour, or acts of kindness and integrity. Rings can be given (but not taken away). These are recorded by way of staff initials written on the ring card and are counted at House Meetings throughout the term. Every pupil's rings contribute to a whole school House Competition, for which there is a reward for the winning house at the end of each term. There should be the same amount of focus on effort as well as attainment. The awarding of rings is at the discretion of each staff member but as a rough guide, no more than FIVE rings should be awarded at any one time.

## **Celebration Assembly and Commendations**

Celebration Assemblies are usually held weekly and share the successes of our pupils and staff. Awards, achievements, contributions, efforts and commendations are celebrated with certificates, medals, trophies or a handshake and public recognition from the Headmaster, staff and pupils. Commendations will be split into four categories with an equal emphasis on effort as well as achievement.



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- Feisty for Sporting achievements
- Fantastic for artistic and acts of thoughtfulness and kindness
- Academic for academic effort and achievement
- Adventurous for outdoor pursuits

These commendations will be tracked on a weekly basis via Engage and will be shared with staff in order that no child is left without being recognised. It is vitally important that effort, as well as attainment are recognised in the academic category to ensure that motivation and enthusiasm is maintained for all pupils in all areas of the curriculum.

The aim of this policy is to ensure that the ratio between consequences and commendations should be at least one to four to engender a greater sense of positivity. This will further encourage the continued development of positive relationships within the school.

### **Positive Relationships and the Consequence System**

As a school we pride ourselves on the relationships staff have with children. We believe that restorative justice can be a vital tool when the occasion demands it. This focuses on having a positive reaction to any incident, and always looking at how children can learn from it and move forward with a positive frame of mind. The key tenets of a restorative practice are as follows;

- effective communication
- relationships or friendships
- empathy and understanding for another person's perspective
- trust and respect (this could mean a sense of security, self-confidence, self-respect, or dignity)
- understanding the impact of our own behaviour on others
- repairing damage or replacing something

There are a number of ways in which restorative practices could be used within our school setting. Most notably, taking an empathetic standpoint and showing understanding of how someone might feel after any issue of conflict. Equally, when there is damage inflicted on the school's or another child's property, there should be an opportunity for all involved to account for their actions and share their feelings.

Staff will employ their own behaviour management techniques in class for low level, poor or mildly disruptive behaviour. Poor behaviour should be made clear/pointed out to a child and a clear verbal warning should be given before a consequence is issued. A child should always be given the opportunity to correct their poor behaviour. It is vitally important that all children are treated equally, and consistency is applied at all times from staff delivering consequences.

In the event of a warning having been given, if there is no change in behaviour it is important that the staff member makes it clear *what* the consequence given will be. They should input the consequence to Engage and let the child know *when* they should attend their consequence. This will usually be the next morning break time. There may sometimes be a time lapse due to the child attending a sports fixture or having another prior commitment at breaktime, for example, a music lesson.

The child will be expected to attend the consequence break by no later than 10:25am. This will give them sufficient time to visit the toilet and collect a piece of fruit. The table below is not exhaustive and other misdemeanours will arise from time to time. It is at the discretion of the member of staff issuing the consequence to decide upon the level, but they may decide to consult with the Deputy Head before confirming.



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As a school we pride ourselves on the relationships staff have with children. We are fully committed to restorative justice when the occasion demands it. It is imperative, for instance, with issues of unpleasant behaviour from one child to another as it may be important for the children to explain how this behaviour made them feel.

|          | C1                                                                                                                                                                                                                                                                                                                                                                                          | C2                                                                                                                                                                                                                                                                                                                                                                                                                                          | C3                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          | <ul style="list-style-type: none"> <li>• Low level disruption</li> <li>• Late to lessons (without good reason)</li> <li>• Failure to attend catch-up</li> <li>• Failure to complete prep satisfactorily</li> <li>• Poor behaviour in dining room</li> <li>• Poor behaviour in and around school</li> <li>• Chewing gum</li> <li>• Lack of equipment</li> <li>• Incorrect uniform</li> </ul> | <ul style="list-style-type: none"> <li>• Failure to attend C1 consequence</li> <li>• Repeated C1 behaviour in lesson</li> <li>• C1 from different teachers on the same day</li> <li>• Swearing</li> <li>• Poor representation of school</li> <li>• Major disruption</li> <li>• Overly physical behaviour</li> <li>• Rudeness</li> <li>• Unkindness</li> </ul>                                                                               | <ul style="list-style-type: none"> <li>• Failure to attend C2 consequence</li> <li>• Bullying</li> <li>• Truancy</li> <li>• Graffiti/Vandalism</li> <li>• Swearing and Abusive Language</li> <li>• Physical Violence</li> <li>• Racism</li> <li>• Homophobia</li> <li>• Genderphobia</li> <li>• Alcohol/Smoking</li> <li>• Theft</li> <li>• Drugs</li> <li>• Sexual Misconduct</li> </ul>                                                           |
|          | B1                                                                                                                                                                                                                                                                                                                                                                                          | B2                                                                                                                                                                                                                                                                                                                                                                                                                                          | B3                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Boarding | <ul style="list-style-type: none"> <li>• Not settling promptly at lights out</li> <li>• Untidy bed area</li> <li>• Low-level answering back</li> <li>• Lack of co-operation</li> <li>• Other behaviours in line with the Main School Positive Relationships Policy</li> </ul>                                                                                                               | <ul style="list-style-type: none"> <li>• Pattern of C1s - Three C1s for the same or similar infractions within 2 weeks</li> <li>• Persistent lack of co-operation</li> <li>• Avoidable damage to property</li> <li>• Unauthorised absence from a supervised area</li> <li>• Unkindness</li> <li>• Possession of items against house rules</li> <li>• Other behaviours in line with the Main School Positive Relationships Policy</li> </ul> | <ul style="list-style-type: none"> <li>• Serious misconduct within the boarding house</li> <li>• Bullying</li> <li>• Physical Aggression</li> <li>• Verbal Abuse</li> <li>• Theft</li> <li>• Deliberate Damage</li> <li>• Possession of prohibited items</li> <li>• Leaving the site without permission</li> <li>• Serious or repeated dishonesty</li> <li>• Other behaviours in line with the Main School Positive Relationships Policy</li> </ul> |



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### **C1 Consequence**

- One missed break time - recorded on Engage by the member of staff who issued it.
- Possible report card.
- Possible parental contact.
- Boarding
  - Conversation between the member of staff and pupil involved
  - A defined, specific restorative practice matched to the incident
  - An apology
  - Recorded on Engage

### **C2 Consequence**

- Two missed break times - recorded on Engage by the member of staff who issued it.
- Possible report card due to persistent C2 behaviour whether that be low level disruption or lateness.
- Possible parental contact - recorded on Engage by the member of staff who issued it.
- Possible meeting with Deputy Head.
- Boarding -
  - Formal loss of a defined privilege for a specific amount of time
  - A defined, specific restorative practice matched to the incident
  - An apology to be made
  - Recorded on Engage
  - Raised at Bulletin to ensure staff visibility

### **C3 Consequence**

- 3 or more (up to a week) of missed break time.
- Visit to Deputy Head and/or Headmaster.
- Child withdrawn from treats/privileges.
- Meeting with parents and Deputy Head and/or Headmaster.
- Consideration to proceed to 'serious sanction' process.
- Recorded (and shared with relevant people on a need-to-know basis) by the member of staff who issued/recorded the incident.
- Boarding
  - A formal meeting with the child, the parents and the Assistant Head (Boarding) discussing the incident, the consequences and the next steps for that child.
  - A specific sanction in accordance with the incident
  - A formal behaviour monitoring plan for boarding

### **Positive Relationships in Little Ardvreck**

Good order, impeccable manners and discipline are essential if the school is to look after the wellbeing of all those within our school community. It is vital that the Positive Relationships Policy is understood and supported by the whole school community to help maintain the high standards that Ardvreckians set, and by which they are known.

Whilst the focus will always aim to be a positive approach, there are 'consequences' if any behaviour falls below that which is expected at Ardvreck. Any member of staff may discipline a child as long as this is done with the best intentions, is reasonable and proportionate to the misdemeanour and aims to maintain good working relationships with both the pupils and parents. It will take into consideration: a pupil's age,



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wellbeing needs, special educational needs, disabilities or religious orientation and will follow the consequence system. If a child in Little Ardvreck receives a consequence for repeatedly poor behaviour they spend a few minutes of their play time in their own classroom and the event will be recorded as a pastoral note.

### **Serious Sanctions**

These are rarely issued – and are serious - but are usually given in cases of extremely poor and unacceptable behaviour.

The consequences for these may include a cooling off period – at home or in school; suspension (temporary exclusion) or expulsion (permanent exclusion).

When faced with a serious misdemeanour, the Headmaster will meet with the Deputy Head, to discuss. The Headmaster will report the incident and explain the decision/consequence to parents.

If required The Head of Pupil Wellbeing will put a support plan in place for the child and/or a risk assessment.

Misdemeanours may be shared with other staff, governors, pupils or families on a need-to know basis only. They are not 'made public'.

### **Cooling Off Period**

- If behaviour is deemed 'serious' or 'extreme' or 'unacceptable' by the Headmaster and staff body, or if poor behaviour persists - despite implementing the positive behaviour strategy - the child may be asked to undergo a 24 hour 'cooling off' period either in school or at home.
- The Headmaster will phone parents first, who will be informed and who may be requested to take the child home in order to support both their child and the school's decision.
- Following a phone-call to parents, the child will be informed of the outcome/decision to begin a cooling off period.
- A pupil whose parents cannot take them home, or in a situation where the Headmaster deems it more beneficial for the child to remain at school, the child will remain at school and will be withdrawn from classes and set work to complete (under adult supervision).
- A pupil who is undergoing a cooling off period will have access to a toilet, plenty of drinks and regular meals and snacks and will be supervised by an adult at all times. A warning may also be given that the child risks temporary exclusion should the behaviour continue.

### **Returning to School Following a 'Cooling Off Period'**

- Upon return from a 'cooling off' period from school, the pupil will be welcomed back to Ardvreck. Before returning to 'normal' school life, a meeting with the Headmaster, Deputy Head, Head of Pupil Welfare and/or other staff - as relevant to each individual case - will take place to discuss how to move forward. Parents are encouraged to attend these with the child. Discussions should be positive and the focus is on looking forward, not back.
- Pupils should endeavour to modify their behaviour and follow school rules and codes of conduct.
- A wellbeing plan may be put in place to ensure a pupil feels Safe, Healthy, Active, Nurtured, Achieving, Respected, Responsible and Included. Parental input/suggestions will be sought. These will be discussed with pupils who will contribute to how their wellbeing plan looks and is implemented following their return to school.

### **Suspension**



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- If there is insufficient improvement in the child's behaviour following a 'cooling off' period - despite an increase in support offered by the school and by parents - the Headmaster may decide to suspend the child from school for 3 days or a suitable/reasonable period of time – at her discretion.
- A child may be temporarily excluded for a serious misdemeanour rather than being offered a cooling off period first – at the discretion of the Headmaster.
- A pupil whose parents cannot take them home, or in a situation where the Headmaster deems it more beneficial for the child to remain at school, the child will remain at school and all protocols for the 'cooling off' consequence will be followed, albeit for a longer spell.
- Returning to School Following Suspension
- See procedure re 'cooling off period'.

### Permanent Exclusion

If, upon return, unacceptable behaviour - despite reasonable further support from both the school and from parents - is still evident, the parents will be invited to school for a meeting with the Headmaster where it is possible that the parents may be asked to remove the child from the school, permanently.

The Headmaster reserves the right to suspend or permanently exclude a pupil when an incident (or series of incidents) is deemed to be of a serious enough nature, without the requirement for consideration of more minor consequences, and without giving a warning first.

### Postscript

This Policy is in place to support everyone who works and learns at Ardvreck School. It makes clear Ardvreck School's expected standards of behaviour and discipline, as well as the consequences for not adhering to them.

Key information contained in this policy will be shared with pupils in lessons, in assemblies, in house meetings, in tutor groups or with individuals. Information will be shared with staff during staff training days and staff meetings. This policy will be shared with parents via email in the first instance and will be made available via a secure area of the school website.

Records of behaviour policy consequences, including those for C1, C2, C3, a cooling off period, a suspension or an exclusion will be kept on Engage. All relevant information is shared and handed on when a child moves school.

This policy has been created following meetings with a focus group of children in May 2022, Pupil Council in January 2023, Staff INSET in April 2023 and January 2024, Parent Focus Group in January 2024 and the Pastoral Governor Group in March 2024.

| Date    | Reviewed by | Next review |
|---------|-------------|-------------|
| 21/9/26 | PB & SLT    | Sept 2027   |