



Winchburgh Primary



Information for parents/carers on our approach to  
Better Relationships, Better Learning, Better Behaviour

At Winchburgh Primary school we strive to promote a positive ethos, in which positive relationships are at the heart of everything we do. By working together with pupils, parents/carers and wider partners, we aim to create a safe and well organised environment, in which learners engage and meet their full potential within positive learning environments. The purpose of this guidance is to support your understanding of our approaches to promoting and celebrating positive behaviour at school.

Our positive behaviour approach is based around our school rules and values which permeate through all we do at Winchburgh Primary School. This is not only modelled by the pupils but by all staff too.

Our behaviour principles link with the United Nations Children's Rights Convention (UNCRC) articles which put children at the centre. We demonstrate our values: **kindness**, **effort** and **respect** through our school rules which are:

- **Ready (to learn)**
- **Respectful (to all)**
- **Safe (for ourselves and others)**

How do we reward and recognise positive behaviour?

At Winchburgh Primary School we have high expectations for our learners. Each class has a set of rules, promises or guidelines clearly displayed in class which have been decided and agreed on together by both the children and the class teacher.

Each class has their own reward initiatives in place for recognising positive behaviour, for example:

- \*Table Points
- \*Star of the Week
- \*Secret Student
- \*Collective class points (i.e. pom poms in a jar)

**Whole School Approaches:**

**House Points**

House points are used as an incentive for children to show kindness, effort and respect. Each child is assigned to one of our four houses: Craigton, Duntarvie, Glendevon and Niddry. House points are collected throughout the week and the winning house is announced at our Positive Shoutouts assembly every Friday.

**Over and Above**

We refer to 'over and above' behaviour which is behaviour that goes beyond the generally expected standards. Focusing on behaviour that is 'over and above' creates an immediate shift in expectations, giving children something more than the bare minimum to achieve.

## **Positive Shoutout Fridays**

In order to celebrate those pupils who have gone over and above, a positive shoutout certificate and a sachet of hot chocolate will be sent home to nominated pupils to enjoy at home. The positive shoutout certificate is of high level recognition and it is therefore important that this is sincere recognition for only those pupils who have gone over and above consistently in the last week or series of lessons.

The Senior Leadership team will share the names and achievements of these pupils each week at our ever popular Positive Shoutout assembly.

### **How do we celebrate positive behaviour in the playground?**

Clear playground expectations have been agreed by pupils and staff to make sure that everyone has an enjoyable time in the playground. We have a 'Playground Charter' which is displayed in every classroom and is used when dealing with any playground issues that may arise.

#### **Playground Charter**

**Pupils will be ready, respectful and safe when they:**

- Use gentle hands and feet
- Use kind words and help each other
- Listen and follow instructions
- Include everyone
- Play fairly and show good sportsmanship
- Respect peers, adults and equipment
- Tell an adult if you see a playground conflict rather than getting involved

If pupils demonstrate positive behaviour in the playground they can be rewarded with a raffle ticket by a member of staff. The raffle tickets are drawn at the end of the week and could earn pupils extra playtime.

### **What is Fun 31?**

Fun 31 is based on Article 31 of the Children's Rights. This article states that all children have the right to have fun in the way they want to. We offer this right to every class for an allocated 30 minutes a week. Pupils have the time to take part in activities and relax in a way that they want to. We believe this promotes a more positive physical and emotional wellbeing.

### **How do we support pupils to make good choices?**

#### **Fix-it Flow Chart**

Within each class is a 'fix-it' flow chart: a set of steps and agreed interventions which the class teacher will follow if behaviour becomes disruptive or unsafe in the learning environment. Please see the 'Child-Friendly' version of our guidance for a copy of this flow chart.

### **How do we aim to resolve any conflicts that may occur?**

At Winchburgh, we promote a restorative approach to resolving issues. Pupils have the opportunity to accept and repair any harm caused in a situation through follow-up restorative conversations.

The restorative approach allows the following to happen:

- Those involved in the incidents can share their versions of events
- Pupils can listen and accept responsibility for their actions.
- It allows pupils to understand feelings that others may have because of the incident.
- It strengthens relationships between pupils and staff with all those remaining calm and kind.
- It allows for a repair to be made with peers and friendship groups.

Where children show distressed behaviour, an individualised support plan may be put in place through discussion with parents, carers and outside agencies.