

Wallacestone Primary School



Positive Relationships Policy

Relationships are at the heart of everything we do in Wallacestone, as a school and a community. Positive relationships in school are central to the wellbeing of both pupils, parents and teachers and underpin an effective learning environment. In Wallacestone Primary and ELC, we promote an ethos of kindness and demonstrate consistency in adult behaviour across the school.

This is how we do it here!

We are currently redeveloping our Positive Relationships Policy in line with Education Scotland's

Promoting positive relationships and behaviour in educational settings resource.

VISION

'Work together Play together Succeed together' seeks to ensure that each pupil strives to achieve their full potential, with both their personal and collective achievements being recognised and celebrated.

MISSION STATEMENT

We strive to *get it right for every child* - ensuring every child is safe, healthy, active, nurtured, achieving, respected and included. We ensure the UNCRC rights of the child are at the heart of all we do.

We aim to keep parents and children fully informed of their learning and progress. Further expertise and knowledge is widely used within the school by adopting a multi-agency approach.

All children are challenged to take responsibility for their learning and strive to build their confidence and self-esteem.

WALLACESTONE PRIMARY SCHOOL'S ETHOS

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's positive relationship policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

Positive relationships are the goal of everybody. With the support of pupils, staff and parents, it can be achieved. Positive relationships should be evident in the classroom, school building and the playground. As children's behaviour cannot be separated from their learning, teachers have a pivotal role to play in ensuring an appropriate curriculum is delivered. All staff should have high expectations, trust and commitment to joint working to achieve our aims.

VALUES (Pupil Led)

- Care
- Community
- Curiosity
- Challenge



AIMS

- To create a safe and happy environment in which effective learning takes place.
- To develop a sense of ownership of their behaviour with the pupils.
- To develop and enhance pupils self image through praising and rewarding success.
- To ensure that all have a clear understanding of our expectations of behaviour.
- To promote positive relationships and behaviours amongst all children and young people and adults around them.
- To work together to develop a culture of mutual respect and responsibility amongst all children and young people and adults around them.

Roles and Responsibilities

The Role of the Senior Leadership Team:

Overall responsibility for maintaining positive relationships throughout the school lies with the Head Teacher and Senior Leadership Team.

This includes:

- Promoting and upholding the Relationships Policy
- Establishing a culture of positive reward and monitoring the consistent application of this policy
- Celebrating consistently positive behaviour amongst all pupils and instilling a sense of pride in those pupils achieving this behaviour
- Supporting staff at all levels in managing behaviour through the communication of clear policy and procedures, monitoring incidences of behaviour and supporting staff, pupils and families in resolving issues
- Managing pastoral record keeping and clear chronologies as appropriate
- Consider the 8 Principles of Nurture within their everyday practice (Appendix 1)
- Consider the 4 expectations within their everyday practice (Appendix 2)

The Role of the Class Teacher/SEYO

Relationships and communication between all adults and children should show respect, cooperation, tolerance, encouragement and praise. They should reflect the underlying principles of nurture and restorative practice. Each teacher has responsibility for the maintenance of positive relationships within their own class.

They will:

- Work to promote and uphold the Relationships Policy
- Have high expectations of all children
- Follow restorative approaches to ensure a consistent and fair approach
- Consider the 8 Principles of Nurture within their everyday practice (Appendix 1)
- Consider the 4 expectations within their everyday practice (Appendix 2)
- Provide a rich, stimulating, varied and challenging curriculum which fosters high levels of pupil engagement
- Ensure that there is a high level of collaboration and reflection in classroom practice which fosters the development of young people who are mutually supportive, empathetic, encouraging, challenging and tolerant
- Encourage, praise and listen to children
- Contribute to pastoral record keeping, if required and ensure that the SLT is informed of any significant incidents within that same day.

The Role of the Support Team/EYO/ELCC Assistant/Clerical/Janitor/Catering and Cleaning Staff

- Promote and uphold the Relationships Policy
- Have high expectations of all children
- Encourage, praise and listen to children
- Follow restorative procedures to ensure a consistent and fair approach
- Consider the 4 expectations (Appendix 2)
- Evaluate the factors which can contribute to negative behaviours and seek to provide high levels of engagement in the playground
- Seek the advice of the Class Teacher or SLT should the situation not be resolved
- Contribute to pastoral records if required and ensure that the SLT is informed of any such incidents within that same day

The Role of the Child

- To uphold the Relationships Policy
- To be Safe, Calm. Follow Instructions and Show Respect
- To show respect for people and property
- To take responsibility for their own actions
- To be polite, considerate and caring

The desired outcome is that children will be motivated and enthusiastic, taking a pride in themselves and our school with the ability to grow into compassionate young people who care and have an impact in their world.

POLICY 2019 – working alongside Falkirk Council's Promoting Positive Behaviour Policy 2019

The Role of the Parent

- To promote and uphold the Relationships Policy
- To respect the privacy of other families – we can only talk about your child with you
- To ensure school staff are aware of any additional needs or personal circumstances which may result in their child displaying behaviours which are not typical of them
- To attend meetings with the Head Teacher or other staff to discuss their child's behaviour.
- To address issues to the Class Teacher in the appropriate manner
- To work with the school to support their child.

PROMOTING POSITIVE BEHAVIOUR

- Promoting positive behaviour is at the core of our school behaviour management policy.
- Frequent and systematic praise should be given to all children.
- Positive feedback should be given on their work and children should be trained in praising each other and recognising each other's strengths.
- Good manners should be modelled by the class teacher and reinforced with the children.
- The teacher and class should develop clear class rules, which are used as the basis of praise and reward.
- All teachers should revisit the positive relationship policy frequently.

Individual strategies can be developed and used by teachers. The Curriculum for Excellence supports positive behaviour through a range of curricular areas.

AROUND THE SCHOOL

Children should be encouraged to:

- Arrive on time for school
- Wear school uniform
- Walk around the school
- Be polite at all times
- Take care of property

Key Messages:

- The foundation of our school is excellent behaviour
- We have a culture of calm, kind consistent behaviour amongst all adults and children
- Building and maintaining relationships is central to all we do
- Visible consistency is demonstrated by everyone in school
- We do not have an emotionally led response to behaviour
- We recognise all children for the positive behaviours they demonstrate every day

Our Pillars of Good Practice

- Calm, consistent adult behaviour
- First attention to best conduct
- Relentless classroom and school routines
- Scripted conversations to support good choices
- Restorative follow up

Procedures in School

- ‘Welcome Everybody’ – all staff welcome children in to school with a smile and a warm greeting every day.
- Wonderful Walking – in our calm corridors, we all walk at a safe pace and respect others in the school by being quiet and safe as we move through school.
- No naming and shaming – Praise in public, reprimand in private. Children will not be openly reprimanded. Praise will be given openly and regularly for good choices.
- Recognition Awards – recognising children who go ‘over and above’ or demonstrate our values - Recognised by all staff. This includes Class Awards, 2Dinner Hall of Fame” and “Hot Chocolate Friday” winners.
- Recognition of work or good behaviour. We value kindness and celebrate this. We use the philosophy – No act of kindness, however small, is ever wasted.
- Playground Positive recognition – SLT
- Positive relationship systems – used in classes as appropriate, other positive praise methods will be used to suit the needs of the children in that class.

Small but Certain Consequences

We are a restorative school **NOT** a punitive one.

Studies have shown that punishments undermine relationships and have little or no effect on changing negative behaviours.

Research shows that children need to be held accountable for their actions, but not by being shamed into submission. Children who act out have often experienced shame and have low self-esteem, so must demonstrate a different way of managing how they handle their emotions. Restorative approaches are a set of principles and practices that encourage children to take responsibility for their behaviour by thinking through the causes and consequences.

This is how we do it here!

We have small but certain consequences, delivered by all staff to support our children.

- ✓ Reminder – a reminder of our rule, delivered as privately as possible. Reminders may be repeated if reasonable adjustments are necessary.
- ✓ Caution – a clear, verbal caution delivered privately, making the pupil aware of their behaviour and outlining the consequences if they continue. Remind the pupil to ‘think carefully about your next step.’
- ✓ Last Chance – this is the final opportunity to engage. Use a scripted conversation to support the dialogue and refer to examples of good behaviours previously recognised. It may be appropriate to ask a pupil to stay behind for 2 minutes to talk about this before leaving the room.
- ✓ Time out – this may include a short time outside the room if safe to do so or on a thinking chair/spot, somewhere out of the way. This is a few minutes to calm down and think. A timer may support this.
- ✓ Repair/reconciliation – this may be a quick chat or a longer meeting depending on the requirements

The senior leadership team in school may support with the restorative conversation. The conversation may also be led by a member of the senior leadership team on some occasions.

PSYCHOLOGICAL SERVICES

Psychologists are available to each school for consultation and advice designed to support the pupils. If the school feels their input is required parental permission must first be sought and only when this has happened will psychological services become involved. The educational psychologist for Wallacestone Primary is Elaine Fitzpatrick.

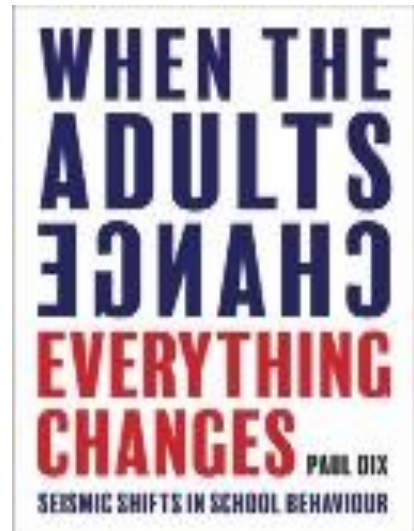
MONITORING AND REVIEW

The senior managers and all staff monitor the effectiveness of this policy on a regular basis. The school keeps a variety of records concerning incidents of behaviour. The Management team and playground support staff record minor classroom incidents.

REFERENCES

When the Adults Change, Everything Changes: Seismic shifts in school behaviour
29 June 2017

A nurturing School Approach - [What is nurture?](#) - NurtureUK



Appendix 1

The Six Principles of Nurture

Nurture principles:

Children's learning is understood developmentally

Staff responding to children at their emotional / developmental level enables them to move on. The response to the individual child is underpinned by a non-judgemental and accepting attitude.

The classroom / playroom / school offers a safe base

Importance of structure and predictability with firm clear boundaries and adults working together supportively. Adults become reliable and consistent in their approach.

Recognition of the link between emotional containment and cognitive learning.

Nurture is important for the development of self-esteem

Staff listening and responding to children in ways that show they are valued and thought about and kept in mind.

Language is understood as a vital means of communication

Language understood as more than words. It can be a way of putting feelings into words.

Children helped to understand and thus to express their feelings and given opportunities for extended conversations.

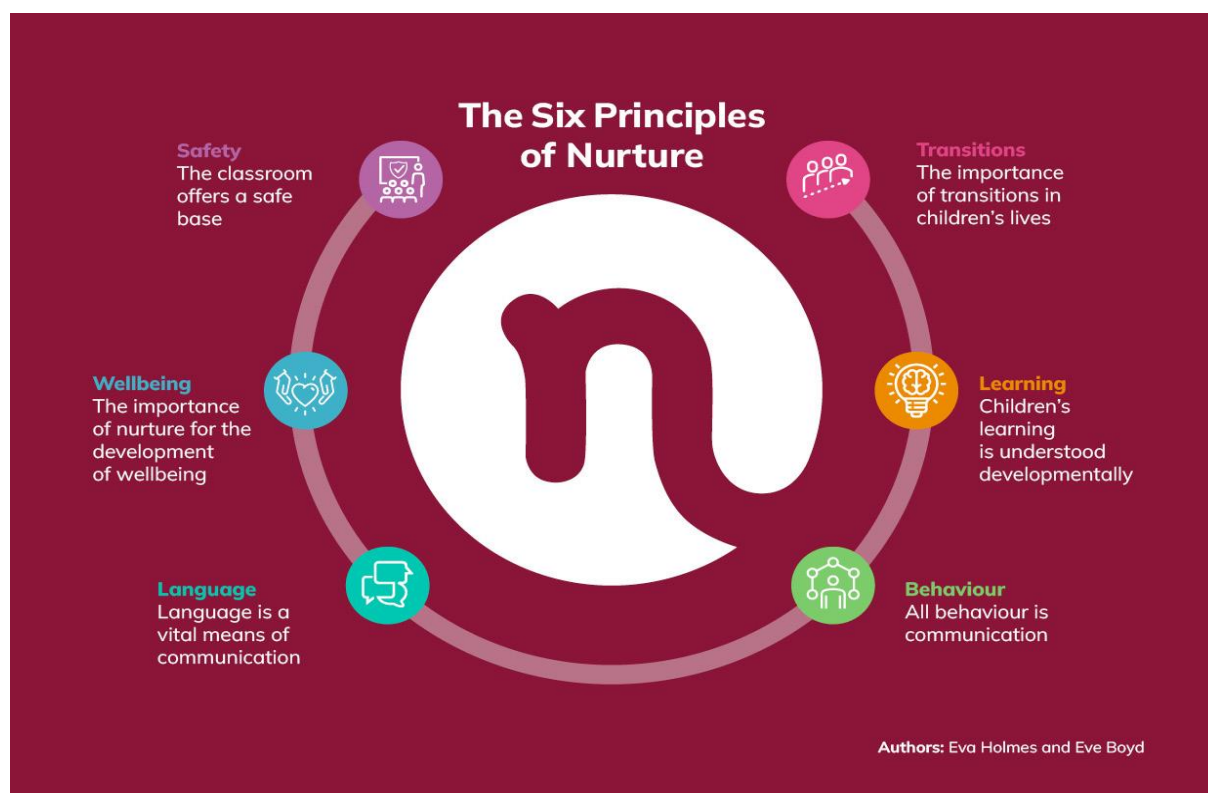
Transitions are significant in the lives of children

Staff who acknowledge the feelings aroused by transitions and who understand even small changes in routine can be overwhelming and unsettling for some children.

All behaviour is communication

Given what I know about this child and their development, what is this child trying to tell me? If a child senses their feelings are understood it can help to diffuse difficult situations.

The nurturing approach gives our pupils the social and emotional skills to do well at school and with peers, and to develop their resilience and capacity to deal more confidently with the trials and tribulations of life, for life.



Appendix 2 – Four Expectations

I am safe



I am calm



I am following
instructions



I am showing respect



ANTI-BULLYING

We work in line with Falkirk Council's policy of Promoting Positive Relationships in Falkirk's Educational Establishments.

Promoting Positive Relationships in Falkirk (wallacestone.falkirk.sch.uk)

Bullying is both behaviour and impact: the impact is a person's capacity to feel in control of themselves. This is what we term as their sense of agency. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online. Bullying is a breach of the UN Convention on the Rights of the Child. We recognise that there will be instances of bullying and it is our duty to prevent this by developing a school ethos in which bullying is regarded as unacceptable. We aim as a school to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying. It is every child's right not to be bullied. Children are made aware of the need to report any incident regarding weapons to any staff member who will inform the school senior managers.

Respect for All: The National Approach to Anti – Bullying for Scotland's Children and Young people gives clear guidance on dealing with incidents of bullying.

Our school believes that bullying is **NEVER** acceptable

HOW IT LOOKS

- Name calling, being threatened
- Teasing
- Mimicry
- Social exclusion, being left out
- Having rumours spread about you (face to face or online)
- Being hit, tripped, pushed or kicked
- Inappropriate language or physical behaviour
- Having belongings taken or damaged
- Sending abusive messages, pictures or images on social media, online gaming platforms or phone

IMPACT ON THE CHILD

- Low self esteem
- Disengagement
- Complaints of not feeling well
- Becoming easily upset
- Displaying out of character behaviour.
- Not feel in control of themselves or lives

Therefore when responding to incidents or accusations of bullying the approach will be to ask:

- What was the behaviour?
- What impact did it have?
- What does the child or young person want to happen?
- What do I need to do about it?
- What attitudes, prejudices or other factors have influenced the behaviour?

Children and young people who are exhibiting bullying behaviour will need help and support to:

- Identify the feelings that cause them to act this way

- Develop alternative ways of responding to these feelings
- Understand the impact of their behaviour on other people
- Repair relationships.

We need to help children and young people who demonstrate bullying behaviour by providing clear expectations about behaviour as well as providing a range of ways to respond. This can include taking steps to repair a relationship, and where appropriate, supporting them to make amends. We need to challenge prejudice and offer the opportunity to learn and change behaviour. Consideration should be given to any factors that may impact upon a child or young person's wellbeing, including whether any additional support for learning is required.

THE ROLE OF PUPILS

Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire.

MONITORING AND REVIEW

This policy will be reviewed every two years or earlier if necessary.

All incidents must be listened to, recorded and investigated.

Useful Websites/information sites

Respect for All: The National Approach to Anti – Bullying for Scotland’s Children and Young People – respectme.org.uk/wp-content/uploads/2017/11/RESPECT-FOR-ALL-FINAL.pdf

Falkirk Council Underground – Education-Policies

GLOW –GLOW portal – Falkirk Council – Staff – Curricular Areas – Methodologies – Improving Behaviour Promoting Positive Relationships.

Education Scotland – Learning, Teaching and Assessment – Approaches to learning.

Staff within Wallacestone Primary are aware of the Equality Act 2010 and can seek further information from Falkirk Councils 'Equality Guidance.' All policies should reflect our inclusive ethos. Lessons should be taught in a way that does not subject pupils to discrimination.

Useful Websites/information sites

Falkirk Council Underground – Education-Policies

GLOW –GLOW portal – Falkirk Council – Staff – Curricular Areas – Social Studies

Education Scotland – Learning, Teaching and Assessment – Social Studies