Promoting Positive Relationships Policy

Port Charlotte Primary School

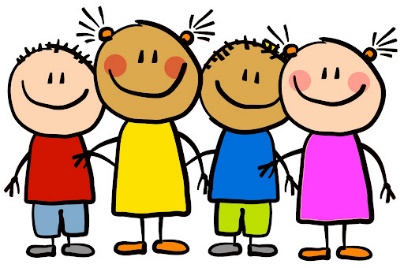


Be the Best You Can Be!

**Rationale**

At Port Charlotte Primary School and Pre5 Unit we believe that positive behaviour is an essential condition for effective learning and teaching. We also believe that pupils and staff have the right to learn and teach in an environment which is safe, friendly, peaceful and fair. This enables us to Get It Right For Every Child.

Nurture Principles have a positive impact on wellbeing, attainment and behaviour and we strive to provide a nurturing environment for all our pupils. The Nurturing Principles are:

* ****Children’s behaviour is understood developmentally
* The classroom/playroom offers a safe base
* Nurture is important for the development of wellbeing
* Language is a vital means of communication
* All behaviour is communication
* Transitions are important in children’s lives.

These principles, alongside our Vision and Values, are central to our school’s approach to wellbeing.

**Vision and Values**

**Vision**

Our Vision

In partnership with parents and the school community we strive to be an excellent creative community school which nurtures a sense of belonging and challenges our children to be the best they can be.

**Values**

* **Ambition**
* **Caring**
* **Trust**

**Our School Rules**

Children are given clear guidelines about appropriate behaviour and expectations based on our ‘School Rules’ which are displayed in each and every room around the school. These School Rules are well embedded into the life of the school and are used in the classroom, in and around the school and in the playground.

1. **Be Safe**
2. **Be Responsible**
3. **Be Kind**

Everyone feels angry at times. The Anger Rules let pupils know that this is normal but that there is a way of keeping pupils and everyone else safe when someone is angry:

**The Anger Rules**

**It is ok to feel angry but it is not ok to**

* **Hurt yourself**
* **Hurt others**
* **Damage property**

We reward and consolidate positive behaviour in a number of ways:

* Emotionworks activities which includes identifying emotions and regulation strategies
* Assemblies
* Well organised school routines
* Specific support for those experiencing barriers to learning
* Clan Points and Awards
* Above and Beyond Award
* Communication with parents
* Everyone’s voice counts- listening to all

**What happens if we break a Rule?**

We use our Key Questions as part of a restorative conversation with an adult and/or with our classmates when something has gone wrong. This helps our pupils repair any harm and understand the consequences. We work closely with parents to ensure these messages are understood.

**Our Key Questions**

* **What happened?**
* **What were you thinking?**
* **How did you feel?**
* **Who else has been affected?**
* **What do you need to do?**

**What can Parent/Carers do to help?**

* Support the school Positive Relationships Policy
* Discuss expectations for displaying positive behaviour with their child/children
* Celebrate their child’s efforts, achievements and successes
* Inform the school of achievements out with school
* Work in partnership with the school if they have any concerns about their child
* Encourage their child to discuss any problems/worries and accept support

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**School Ethos**

**Staff Commitment:**

• We try to understand how children learn, behave and develop.

• We offer relationships which provide a safe base for growth, development and learning.

• We will respond in a compassionate manner to children’s behaviour even when we are challenged by it.

• We understand children’s behaviour to be part of a wider communication process.

• We strive to understand children’s actions as well as their words.

• We support and manage transitions in children’s lives in a planned and sensitive manner.

**Ethos:**

• Positive respect and consideration is given to families, children and staff whatever their circumstances.

• There is consistency of approach.

• Pupils are recognised and respected as individuals and as members of a group.

• The quality of personal relationships matters to us and mutual support for everyone is essential.

• The behaviour that we want to promote is modelled by all staff at all times.

• Rules and routines are developed and applied through negotiation and explanation.

• Managers and staff will try at all times to maintain a consistently positive outlook but we are only human and may need help from each other.

• All staff are helped to develop their practice thoughtfully by regular access to supportive management, to peer support and to external resources