



Together We Will Travel Far

Building Positive Relationships Policy and Guidelines

Deerpark Primary School



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Introduction

At Deerpark Primary School we understand that positive relationships and behaviour are key to all learning. As a staff, we recognise that children achieve best when they learn in a safe, nurturing and structured environment where high standards are expected, demonstrated and maintained.

"Developing good relationships in the classroom, playground and wider community is essential for creating the right environment for effective learning and teaching. Where children and young people feel included, respected, safe and secure and where their achievements and contributions are valued and celebrated, they are more likely to develop self-confidence, resilience and positive views about themselves. This applies equally to all staff in the learning community."
(Better Relationships, Better Learning, Better Behaviour, Scottish Government, 2013)

Clackmannanshire Council are at the forefront of brain-based, attachment-led and trauma-informed practice. We have worked with Educational Psychologists to learn more about attachment theory and nurturing principles. Our aim was to work towards a research-based Relationships Policy that would maintain high standards of behaviour and reflect that *all behaviour is communication* (see Appendix 5). Using Clackmannanshire's *Readiness for Learning* initiative, we aim to embed these approaches at Deerpark.

This policy has been developed following consultation with pupils, parents, staff and our partners. It is written in conjunction with Clackmannanshire Council's *Building Positive Relationships for Establishment Improvement* (2018) guidelines and it is underpinned by the *UN Convention on the Rights of the Child (UNCRC)*, *Getting It Right for Every Child (GIRFEC)* and the principles of nurture and restorative practice.

Purpose of a Positive Relationships Policy

At Deerpark, building positive relationships is at the heart of what we do. In doing so, we recognise that we all have feelings and emotions, but how we behave in response to our feelings is a choice. Making good choices consistently isn't always easy and often requires help, support and modelling from adults.

This policy sets out the behaviours that we expect of everyone at Deerpark and are founded upon our core values of:

Fairness, Ambition and Respect



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In this policy we set out the practical details of how we intend to demonstrate our values every day and it focuses primarily on relationships with and between children. It also provides a framework for all adults in order to effectively support all our children, and to ensure that Deerpark is a safe, consistent and happy place for all.

A Positive Learning Environment

To build a positive learning environment, both children and adults need to work together to establish and sustain a culture of responsibility and co-operation. An effective and positive learning environment will include:

- 3 rules of Ready, Safe and Responsible
- simple, clear and predictable routines.
- use of visual cues.
- meaningful positive feedback for all children.

Restorative Approaches

A core part of our teaching is to help all our children learn to manage their feelings and consequently their behaviour. Our aim is to create a restorative culture and ethos where children demonstrate self-regulating behaviour and are ready to learn.

By building positive relationships that are based on mutual knowledge, respect and shared values we aim to:

- see our own behaviour in relation to others by being aware of the impact of our actions.
- develop empathy by trying to understand and care about the viewpoint and feelings of others.

To do this we use a restorative framework (see Appendix 4). This involves using approaches that are inclusive, build integrity and dignity for everyone: staff, pupils, parents and the wider community. These are approaches that help adults to:

- build a sense of connection and belonging for all members of the Deerpark community.
- develop understanding and appreciation of differences and difficulties.
- actively participate in promoting social responsibility and building a climate of mutual respect.



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We believe that self-regulation will grow and develop where children are actively involved in their learning and have opportunities to make decisions. Giving children responsibility for their own behaviour encourages them to take risks, make mistakes and to manage their own actions. As a school, we aim to view behaviour in terms of choices and we respond to behaviour restoratively and, when appropriate, with consequences rather than punishments.

Visible consistency by all members of the school community is essential for building positive relationships and behaviour management. Our whole school restorative approach will include the use of a shared language. As a staff we are committed to clear and consistent communication with all our children and each other.

Nurturing Principles

At Deerpark, Nurturing Principles (see Appendix 5) are the foundation of our relationships with all children and each other. This is a whole school approach where all children should have the opportunity to observe and learn from nurturing adult role models where mutual respect is demonstrated by all. At times, some of our children may require individualised and personalised support. The Nurturing Principles help us to create this targeted support.

As trusted partners, we always welcome any feedback or comments that you may have regarding our Building Positive Relationships Policy.



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Appendix 1 - Deerpark Primary School's Positive Strategies for Recognition and Celebration

At Deerpark we will recognise and celebrate children and adults demonstrating our values of Fairness, Ambition and Respect:

- Recognition Boards
- Yellow Balloons
- Recognition Wrist Bands/certificates/stickers
- Excellent Emails (Groupcall)
- Fabulous Phone Call
- House Points
- Class Awards (Movie and Popcorn)
- Tea with SLT
- Hot Chocolate Friday



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Appendix 2 – Deerpark Primary School's Consequence System

In order to protect the rights of our children, we believe it is important to have clear consequences for negative behaviours. Consequences should help the children reflect on their behaviour and actions and the impact on others. A staged system has been developed to support this.

Actions	Important Adult Behaviour
Step 1- Gentle encouragement, a 'nudge' in the right direction, small act of kindness. Refer to school values.	*Praise in public, reprimand in private* Be aware of personal space. Calm non-judgemental tone.
Step 2- Adult check-in Am I calm? What are my emotional triggers? Do I have a neutral stance?	Neutral facial expression. Consider non-threatening body language and positioning.
Step 3 - Noticing behaviour/Instructing 'I have noticed that you are...' / 'I need you to...' 'Do you remember last week when you...?' / When I come back I will see that you have...' 'You have chosen to...' / 'In minutes when I return I will see...'	Calm non-judgemental tone. Crucial to walk away once the instruction has been given. Follow through on any timescales given.
Step 4- Regulation Time Child should be offered an opportunity to access agreed regulation space for agreed timeframe. Adult is explicit in instructions of next steps.	Follow through on any timescales given.
Step 5- Restorative Conversation Identified adult to facilitate a restorative conversation using Reflective Question Card (Appendix 3) to help structure the discussion.	The child cannot be forced into conversation. All children involved have needs to be met. Do not ask 'Why?'
Step 6- Blue House Notify SLT to request support.	In the event of extreme and/or unsafe behaviour the blue house card should be issued to a member of SLT.
Step 7- Phone Call Home An update should be given to parent/carer either by phone call, written communication or in person.	Inform a member of SLT before making call. Important to consider the perspective of the family member receiving the call. Calm and non-judgemental tone.
Step 8- Solution Focused Meeting A meeting with parents/carers, teaching staff and SLT arranged and recorded with agreed targets that will be monitored and reviewed over a set period of time.	Calm, non-judgemental tone and stance.



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Racist or Bullying Behaviour

Any incident of racist or bullying behaviour is unacceptable and must be recorded through SEEMIS in line with Clackmannanshire Council's policies and procedures. These incidents are reported annually to the local authority. Please refer to Clackmannanshire Education Services Anti - Bullying Policy for Educational Establishments Clackmannanshire Council's Anti-Bullying and Equality policies for further information.

Exclusion

Exclusion is a legal process. Exclusion from Deerpark Primary School will only happen as a last resort, when all other measures and a range of strategies have been unsuccessful, or in extremely serious incidents.

Appendix 3 - Deerpark Primary School's Lunch Hall and Playground System

In the Lunch Hall and Playground we will recognise and celebrate our values through:

- 3 rules of Ready, Safe and Responsible
- House Points
- Diners of the Week - every Friday a pupil demonstrating excellent values in the Lunch Hall will be chosen by staff to sit at the top table for the following week. They will be allowed to invite a friend to join them.
- Hot chocolate Friday (last Friday of every month)



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Lunch Hall and Playground Consequences

1. Positive redirection
2. Verbal Reminder
3. Follow Deerpark Primary School Consequence System steps
4. Offer opportunity for regulation time
5. Restorative Discussion with adult
6. In the event of extreme or unsafe behaviours a radio call should be made in accordance with Radio Guidelines
7. Share Pupil's Day with Home
8. Formal meeting



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Appendix 4 - Deerpark's Primary School's Scripts

Scripts Stages

- Step 1 - Gentle Encouragement
- Step 2 - Adult Check in
- Step 3 - Noticing Behaviour/Instructing
- Step 4 - Regulation Time
- Step 5 - Restorative Conversation

Step 1- Gentle Encouragement

- Gentle encouragement, a 'nudge' in the right direction, small act of kindness.
- Remind child of our 3 values. 'At Deerpark Primary School we aim to be Fair, Ambitious and Respectful'. This should be private where possible.

Step 2- Adult Check-in

- Am I calm? What are my emotional triggers? Do I have a neutral stance?

Step 3 Noticing Behaviour/Instructing

- 'I have noticed that you are...' / 'I need you to...'
- 'Do you remember last week when you...?' / 'When I come back I will see that you have...'
- 'You have chosen to...' / 'In _ minutes when I return I will see...'



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Step 4- Regulation Time

- Child should be offered an opportunity to access agreed regulation space.
- 'Do you feel it would helpful to go to the regulation space?'

Step 5- Restorative Discussion - when the child has calmed down

- What happened? Listen carefully, don't judge, and don't take notes
- What were you thinking? - At the time and now
- How did this make ———— feel?
- What should we do to fix this?
- How can we do things differently in the future?



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Appendix 5 - The Nurturing Principles

The Nurturing Principles are the core principles which individuals base their practice on and are key to any Nurturing School.

- **Children's learning is understood developmentally.**
Independence develops through dependence. Staff responding to children at their emotional/developmental level enables them to move on.
- **The school offers a safe base.**
Importance of structure and predictability with firm, clear boundaries and adults and children working together supportively.
- **The importance of nurture for the development of self-esteem.**
Staff listening and responding to children in ways that shows they are valued and thought about.
- **The importance of transitions in children's lives.**
Staff who acknowledge the feelings aroused by transitions and who understand that even changes in routine can be overwhelming and unsettling for some children.
- **Language as a vital means of communication.**
Some children and adults in the school community need to be helped to understand and express their feelings and given opportunities for extended conversations.
- **All behaviour is communication.**
Children and adults use behaviour to communicate how they are feeling, sometimes when they don't have an opportunity to verbalise what they are saying or sometimes when they can't find the internal resources to translate their feelings into language.



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Appendix 6 - Reference Documents

Applying Nurture as a Whole School Approach

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

Better Relationships, Better Learning, Better Behaviour, Scottish Government, 2013.

Boosting Brains, Boosting Learning - A Briefing to Support Educator Understanding of the Readiness for Learning (R4L) Approach, Clackmannanshire Council, 2017.

Building Positive Relationships for Establishment Improvement: Positive Behaviour, Attendance and Exclusion Guidelines, Clackmannanshire Council, 2018.

Getting It Right for Every Child (GIRFEC) www.gov.scot/Topics/People/Young-People/gettingitright

Health and Wellbeing Strategy, Clackmannanshire Council, 2017.

Nurturing Approaches: School Pack, Good Practice Guide, Falkirk Council, 2016.

<https://blogs.glowscotland.org.uk/fa/epspractitioners/files/2018/09/Nurturing-Schools-Pack-FINAL.pdf>

United Nations Convention on the Rights of the Child (UNCRC) www.unicef.org.uk/crc