



Taking pride in all we do.

Building Positive Relationships Policy

Introduction

At Strathdevon 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 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 9). Using Clackmannanshire's *Readiness for Learning* initiative, we aim to embed these approaches at Strathdevon.

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 Strathdevon, 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.



Taking pride in all we do.

Building Positive Relationships Policy

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

Ambition, Friendship, Resilience and Respect

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 Strathdevon is safe 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:

- a Class Charter, based on the UNCRC, displayed prominently which has been agreed, referred to and reviewed regularly by staff and pupils.
- 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.



Taking pride in all we do.

Building Positive Relationships Policy

To do this we use a restorative framework (see Appendices). 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 Strathdevon community.
- develop understanding and appreciation of differences and difficulties.
- actively participate in promoting social responsibility and building a climate of mutual respect.

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 Strathdevon, Nurturing Principles (see Appendix 9) 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.

Strathdevon Primary School, October 2019

To be reviewed in December 2019



Taking pride in all we do.

Building Positive Relationships Policy

Appendix 1 - Strathdevon's Positive Strategies for Recognition and Celebration

At Strathdevon we will recognise and celebrate children and adults demonstrating our values of Ambition, Friendship, Resilience and Respect through:

- Recognition Boards
- Recognition Wrist Bands
- Excellent Emails (Groupcall)
- Fabulous Phone Call
- House Points
- House Tokens
- Class Awards
- Superstars



Taking pride in all we do.

Building Positive Relationships Policy

Appendix 2 – Strathdevon'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.

Steps	Actions
1. Positive Redirection	Gentle encouragement, a 'nudge' in the right direction, small act of kindness.
2. Verbal Reminder	A reminder of expectations delivered privately wherever possible. Repeat reminders if necessary.
3. Positive Choice Card	If the behaviour persists, pupil will be given a Positive Choice Card (Appendix 4) to keep on their desk as a reminder about positive behaviour.
4. Positive Reflection Sheet	If this does not have the desired impact, ask the pupil to complete an appropriate Reflective Thinking Sheet (Appendix 7) in the classroom. The number of Reflective Thinking Sheets completed by any pupil will be tracked by the class teacher. For incidents of a more serious nature, the teacher may choose to send the pupil to a member of the SLT to complete the Reflective Thinking Sheet. For some pupils, it may be more appropriate to go straight to a Restorative Discussion.
5. Restorative Discussion/Scripts	Identified adult to facilitate a restorative discussion using Reflective Question Cards (Appendix 5) to help structure the discussion. Adult to also help pupil identify a make, say, write or do activity to help repair impact of actions. Summary of Reflective Discussions (Appendix 6) and Restorative Scripts (Appendix 8)
6. Sharing Pupil's Day with Home	An update should be given to parent/carer either by phone call, written communication or in person. Inform SLT and record message in SEEMiS
7. Formal Meeting	A meeting with parents/carers, staff and SLT arranged and recorded with agreed targets that will be monitored and reviewed over a set period of time.



Taking pride in all we do.

Building Positive Relationships Policy

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 Strathdevon's Anti-Bullying and Equality policies for further information.

Exclusion

Exclusion is a legal process. Exclusion from Strathdevon 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.



Taking pride in all we do.

Building Positive Relationships Policy

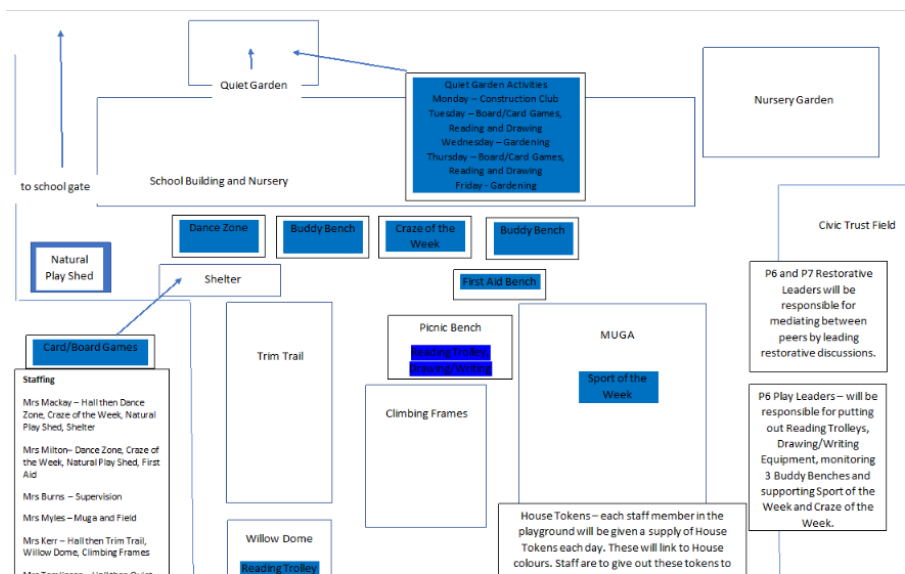
Appendix 3 – Strathdevon's Lunch Hall and Playground System

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

- House Tokens
- 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.

Lunch Hall and Playground Consequences

1. Verbal Reminder
2. Time Out Spot in playground or hall (5 mins max)
3. Time Out in Quiet Garden (10 mins max)
4. Restorative Discussion with HT/DHT
5. Share Pupil's Day with Home
6. Formal meeting









Taking pride in all we do.



Building Positive Relationships Policy




Appendix 4 – Positive Choice Card for Pupils




Positive Choice Card

 Did you make a **green choice** or a **red choice**?  

 How do your **choices** and **actions** affect others? 

 What **green choices** will you make **now**?  





Taking pride in all we do.

Building Positive Relationships Policy

Appendix 5 - Reflective Question Card for Staff



Reflective Questions Card



What happened?

How were you feeling? What did you need?

What happened after your behaviour?

Who else was involved? What do you think their feeling and needs?

Who else was affected by this behaviour who was not directly involved in the incident?

What have you learnt and what you will do differently?

How can you repair the damage?



Taking pride in all we do.

Building Positive Relationships Policy

Appendix 6 – Restorative Practice – Summary for Reflective Discussions

Please use the following questions, strategies and approaches when having a reflective discussion with pupils. This can be supported by using the **Reflective Questions Card**.

1. What happened?

This is an opportunity to model the empathy and respect we want the pupil to develop. At this stage the objective is for the pupil to feel understood and heard.

- Listen (use facial gestures and body language, and small words e.g. 'yes', 'okay', 'I see', 'um'... to demonstrate active listening)
- Ask questions if necessary
- Check if you understand properly (do you mean...?)
- If they use this as an opportunity to justify themselves, let them. The objective at this stage is for the pupil to feel heard and understood, not corrected.
- If what the pupil is saying isn't an accurate reflection of the truth ask inquisitive questions and check understanding: 'are you saying that this happened?'

2. How were you feeling? What did you need?

Simply identifying and understanding the underlying feelings and needs that cause behaviour can often be enough to resolve it. A Feelings and needs card can be really helpful for this. - Suggest feelings and needs if necessary

- Respond with empathetic body language and facial expressions.

3. What happened after your behaviour?

The objective at this stage is to identify the natural consequence of the behaviour. This stage is fundamental for children to start to assess whether this behaviour is working for them, but it is often lost once punishments and getting told off take place because they are distracted by a fight or flight response or resentment.

- Listen
- Ask questions
- Check understanding



Taking pride in all we do.

Building Positive Relationships Policy

4. Who else was involved? What do you think were their feelings and needs?

The objective at this stage is to help the pupil develop empathy and emotional intelligence towards others. How you modelled empathy when listening to the pupil in stage one will directly impact how well the pupil will be able to empathise with others now.

- Listen
- Use the needs and feelings card
- Ask questions
- Make suggestions if necessary

5. Who else was affected by this behaviour who was not directly involved in the incident?

What do you think their feelings and needs are? This question is about understanding how the behaviour affects people not directly involved with the incident, for example the rest of the class, the teaching staff, the rest of the school, the head teacher and parents. Often the pupil won't have considered how their behaviour has impacted people outside of the incident.

6. What have you learnt and what will you do differently next time?

This is an opportunity to work with the pupil to find strategies moving forwards for them to meet their needs in a way that will also be respectful of other people's needs. If there doesn't seem to be an easy solution, for example they are bored in maths and they have rejected all ideas about how they could make it more fun for themselves, revert back to empathy and sympathise with the challenge. The goal with Restorative Practice is to get everyone one step closer to meeting their needs whilst improving communication, understanding and empathy for one another.

- Listen
- Ask questions
- Check understanding
- Summarise

7. How can you repair the damage?

This step is often missed with 'Punitive Justice' where a pupil might have to do a detention but won't necessarily repair the damage. Giving the responsibility to the pupil to correct their behaviour is arguable far more effective than a punishment for many reasons. The process of apologising to the class, replacing broken equipment, sanding down a defaced desk etc. deters them from doing it again without the need for a punishment, it gives everyone involved a sense of resolution and anyone who was negatively impacted is left feeling touched rather than resentment.



Taking pride in all we do.

Building Positive Relationships Policy

Appendix 7 - Reflective Thinking Sheets 1, 2 and 3

Appendix 8 - Restorative Practice Scripts

Appendix 9 - The Nurturing Principles

Appendix 10 - The 60 Second Reminder

Appendix 11 - Reference Documents



Taking pride in all we do.

Building Positive Relationships Policy

Appendix 9 - 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.



Taking pride in all we do.

Building Positive Relationships Policy

Appendix 11 - 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