

# Glenkens Better Relationships Policy 2019 update

## Section 1 Better Relationships Policy Rationale:

Society has developed rapidly in the technological age and we are all subjected to outside influences like never before. Some of these influences have a negative impact on relationships. However, the Government publication "Better Relationships, Better Learning, Better Behaviour" cites the importance of using positive behavioural strategies as opposed to solely punitive measures to improve relationships and behaviour in general.

It is vital that as a school community we foster and encourage positive relationships. As adults, by modelling and encouraging positive relationships we can support the children's in learning how to develop positive relationships, respect for themselves and others and resilience when meeting challenging behaviours.

A calm, orderly environment is essential if children are to learn most effectively. It is the responsibility of the school staff and the children to provide that environment in order that children and teachers can make most use of lesson time for the real purpose of education.

Although this policy is generic to the whole school, within a climate of inclusion there will be children who need a personalised approach to positive behaviour and to their specific behavioural needs. In some cases this will mean that the recognition and interventions agreed for all are not the most appropriate means of dealing with their behaviour and other programmes of intervention and support may be used in conjunction with support from external agencies.

### Background to our Expectations:

We aspire to become a Rights Respecting School. Our code of conduct is based on the Rights of the Child, chiefly: Article 19 - a right to feel safe/ protected; Article 12 - a right to pupil voice; Article 15 – a right to join in groups and Article 29 – a right to be educated which develops my personality, respect for others' rights and the environment. Government Policy "GIRFEC" (Getting It Right For Every Child) is based upon the following principles....

### We should all be:

Safe (follow rules, instructions)

Healthy

Active (make good life choices)

Nurtured (care for self and others)

Achieving (try your best)

Responsible (accept that we in control of our own actions)

Respectful (listen to each other, be honest and look after things)

Inclusive (a right to be involved and to participate)

## Section 2 Behaviours and Expectations:

### Our Expectations support the development of Better Relationships: -

Be Kind

Be Respectful

Be Safe

**Everyone has a responsibility to treat others in a way in which their rights are upheld.** Incidents surrounding behaviour which falls short of our expectations is upsetting and causes anxiety. We encourage children to speak to us at the time of an incident but this does not always happen. Where we are made aware of a concern or an issue we will investigate and take action to follow up with actions. It is not however, always appropriate for us to share our actions in relation with another child with you.

### Promoting Better Relationships through the encouragement of Positive Behaviours: -

Research tells us that a positive approach to developing behaviour is far more successful than punitive approaches, which foster resentment. At our Glenkens Primary Schools we encourage children to make good choices about behaviour and how to relate to each other and discuss this regularly with the children both in class and during assemblies.

### Better Relationships and Positive Behaviours are achieved in two ways:

1. **Promotion** of strategies and skills which encourage each pupil to develop a sense of self-regulation (knowing and choosing to do the right thing)

2. **Management** – Responding effectively to negative behaviours through support and guidance. In some cases children may require individual programmes to support positive the development of behaviours.

## **How we encourage Better relationships, Better Learning, Better Behaviour?**

Each class will display our 3 expectations. Teachers regularly discuss the expectations with children and highlight examples of where children are meeting or exceeding the expectations. Assemblies will also be used to provide a focus on our Expectations, our Vision, our Values and our Aims.

### **Recognition:**

Our policy encourages children to make right choices using a positive approach. As a partnership we recognise children living up to expectations. As such, **any recognition given cannot be taken away** for a subsequent transgression. We use the following means to demonstrate recognition....

- Instant Praise – e.g. well done! This can be done either publically or privately depending on children's preference.
- Awarding responsibility (e.g. house captains etc)
- The Wonder Wall (Celebration of wider achievement from in school and outside of school.)
- In a World Where You Can Be Anything.... (be kind, be safe, be responsible. Adults to model this with post it notes. (Golden Nuggets)
- House point system.
- Recognition to home. (post cards, texts, phone call etc)

**Interventions:** (Any reward earned cannot be taken away as a consequence.)

**Low level disruption:** (usually in class and confined to lack of attention or disrupting the learning of others):

1. **Stage 1** – Reminder 1 a quiet word or "look"
2. **Stage 2** – Reminder 2
3. **Stage 3** – Reminder 3
4. **Stage 4** – a reflection period or calm time to be implemented. (Most of our children will fall within the first 3 stages. Children requiring stage 4 will already be identified and provision for the reflection period or calm time will be in place.)
5. **Stage 5** – restorative reparation. At a time when both parties are calm and can discuss the situation, a restorative discussion needs to take place and future actions agreed. (see section The Restorative Conversation). Where a pattern appears to be emerging, adults should discuss this with the Head Teacher or PT as parents may need to be alerted or involved. It might be necessary for an agreed support package or adaptation to be put in place for the child or that regular contact is maintained between the school and parents.

When intervening with a child, adults should consider their body language and tone of voice

- Standing and folding arms is confrontational and should not be used when intervening.
- Consider facial expression.
- Moving into a position alongside a child is often better than moving directly in front of them.
- Moving to the child's level where possible is more appropriate than towering over them.
- Sarcasm should not be used.
- Think about tone of voice.
- Interventions need to be as short as possible and not regularly reprimed.

**Physical or verbal incidents:** (directed at someone else)

A physical or verbal incident will be investigated and the adult will make a decision on how best this is dealt with. Children will sometimes argue and even fight. If the incident is more serious or there is a subsequent repetition of the incident the matter needs to be reported to the PT or HT as soon as possible thereafter. At this point, incidents will be further investigated, recorded reparations made including notifying parents, where appropriate.

**Individualised Interventions:**

Interventions may be individualised in order to support the specific needs of a child and agreed through staff and parent discussion. Where specific support is employed, to ensure a joined up approach, Support Staff should discuss any incidents with Class Teachers and serious negative behaviour should be recorded and reported to the PT or HT.

**Better Relationships in the Playground and at Lunchtimes:**

We expect our pupils to behave well at all times – including at lunchtimes and playtimes. We believe it is important for children to see that playtime and lunchtime behaviours also play a part in our behaviour policy. For 'unacceptable' behaviours during these times staff will apply our agreed interventions.

**Additional Support Needs:**

Any child, at any time during their school life, could experience a period of difficulty, which may impact on their behaviour. We offer support through structured interventions either individually or in small groups. This includes pupils working alongside staff trained in the use of social games, stories and activities within an open and safe environment to help address any difficulties they are having. For a small number of children, they may have additional needs that should be taken into account. This policy works alongside the policies for Additional Support Needs, other national and local legislation and guidelines.

### **Restorative Approaches:**

We will use Restorative Approaches to resolve and reflect on unacceptable behaviour. Research demonstrates that this solution based approach is more effective than punitive measures alone. This approach enables the pupils to develop the skills to consider the impact their behaviour has had on others, accept responsibility, consequences and reach a resolution of their own. The approach fosters accountability, openness and reparation, rather than the resentment associated with blame and punishment approaches. For younger children each new part of the day will provide a fresh start. For older children, every day should provide a fresh start.

### **The Restorative Conversation:**

Restorative conversations will follow the guidelines below and provide support for those affected and those making wrong choices.

To focus those making wrong choices:

- What happened?
- What were you thinking of at the time?
- What have you thought of since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

To help those affected:

- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

### **The 4 Stage Apology:**

Just saying sorry is not enough and sometimes this is not meant. However, through dialogue and allowing down time the following 4 stages have a much more positive impact

We will employ this method should we deem it necessary to do so and should we believe an apology would be sincere.

1. I realise that I have acted in this way....
2. I know this has made you feel....
3. Next time I would do it differently
4. I am sorry....

### **Exclusion:**

In most cases exclusion will be the last resort after a range of measures have been tried to improve the pupil's behaviour. A decision to exclude a child for a fixed period may be taken in line with Dumfries & Galloway's Policy on school discipline.

### **Responsibilities:**

We believe that all staff and parents share responsibility for managing and promoting good behaviour. In this way, children realise that the way they behave is of importance to everyone.

### **Statement on Bullying:**

Bullying is antisocial behaviour and should be treated as such. We strive to ensure that all members of the school community feel valued and safe. The entire school community - teaching and non-teaching staff, pupils and parents/carers – are involved and should be committed to this end.

Through delivery of Health and Wellbeing every pupil is made aware of behaviour that would constitute bullying, we encourage pupils to speak up about incidents of alleged bullying and involve key members of staff, parents/carers and in some cases outside agencies to support and intervene as necessary.

Should parents/carers have any concerns with regard to behaviour, which either could be, or could lead to bullying they are urged to contact the school as quickly as possible so that the matter can be dealt with using the most appropriate course of action. Please see Appendix 1 - Bullying for more details.

### **Policy Monitoring and Review:**

The successful application of the school's Better Relationships, "Better Learning, Better Behaviour Policy" will be evaluated as part of the school self -evaluation and reporting through:

- Monitoring of classroom and school practice by the Head Teacher.
- The use of wellbeing data
- Feedback from children, parents and staff, both informally and formally.

*This policy was reviewed in light of Training offered by Pivotal Training in August 2019 and will be reviewed every 12 months with a view to rewriting some or all of the content.*

### **Section 3 - Bullying**

**Any incident reported to us will be investigated and treated seriously. From this investigation we will make a judgement as to whether this is an isolated incident or a pattern which could indicate bullying. We will use the Relationships matrix in Appendix 2 to support our judgements.**

#### **Respect For All, Anti-Bullying Guidelines -Dumfries and Galloway Council**

“Children will tease, fall in and out with each other, have arguments, stop talking to each other and disagree about what is cool and what is not. This is a normal part of growing up and should be distinguished from bullying. However, in an environment where this behaviour is left unchecked, it can lead to bullying, making those being bullied feel afraid, uncomfortable and unsafe in their environment.”

#### **Bullying behaviours**

Bullying takes place where there is an imbalance of power of one person or persons over another.

This can be achieved by:

- The size of the individual,
- The strength of the individual
- The numbers or group size involved
- Anonymity – through the use of cyber bullying or using email, social
- Networking sites, texts etc.

It can manifest itself as Emotional bullying, Physical bullying, Verbal bullying or Threatening behaviour

#### **Bullying may be related to:**

- Race
- Gender
- Religion
- Culture
- Support for learning or disability
- Appearance or health condition
- Home background, including young carers and poverty
- Sexual orientation, sexism, or sexual bullying, homophobia

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place in group activities and between families in the local community.

#### **How we educate about bullying:**

- The Anti bullying message is supported through assemblies and activities within the classroom.
- The class teacher is responsible for ensuring the children have an understanding of what bullying is as opposed to more general unpleasant behaviour or disagreements.
- All staff have a responsibility to promote anti bullying messages
- If necessary there will be a request for multi-agency involvement if this is deemed necessary for either the perpetrator or the victim

#### **How do we deal with potential bullying behaviour?**

- The Headteacher must be made aware of any bullying incidents being investigated by staff and where appropriate the Headteacher will talk to the children and/or their parents.
- Staff must remain vigilant about bullying behaviours and approach this in the same way as any other issue of antisocial behaviour: that is, do not wait to be told before you raise concerns or deal directly with the matter.
- Where there is an allegation of bullying this must be investigated and where-ever possible witnesses sought.
- Where there is an allegation of bullying brought to our attention and this is substantiated, parents will be informed.
- Restorative Approaches will be used to address incidents of bullying and further interventions agreed to deter incidents in the future.
- All staff have a responsibility to make themselves aware of those children who may be vulnerable pupils; those responding to emotional problems or mental health issues which may bring about a propensity to be unkind to others, or may make them more likely to fall victim to the behaviour of others.

**Victims of bullying:-** Consideration needs to be given to how victims of bullying can be supported. This includes how their self-esteem can be raised and how their resilience can be developed. Where necessary, advice will be sought from other agencies in order to support victims.

**Perpetrators of bullying:-** Perpetrators, as well as victims may need support but in different ways. Under the premise of all behaviours are communication, school staff will consider this and how best to offer guidance in relation to bullying behaviour. This will be done in conjunction with the perpetrator's parents.