



## Carrutherstown and Cummertrees Partnership

# Positive Relationships Policy

## Parent Version

(Updated: October 2024 - Review date: October 2027)

*"Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment." (Article 29: UNCRC)*

### Vision and Values

*Our schools develop well-rounded, confident individuals who take responsibility for their learning to achieve their full potential and be successful global citizens.*



We are committed to providing a safe and inclusive environment for everyone at Carrutherstown and Cummertrees Primary Schools. We believe that our pupils and staff have the right to learn and teach in a climate of mutual respect and trust. This policy should be read alongside our Anti-Bullying policy.

## Promoting Positive Behaviour

Children, staff and parents in our schools listed the range of positive and negative behaviours that they might see.

Positive behaviours	
Showing empathy/kindness to others	Having a 'positive vibe'
Listening well to adults and other children	Accepting and celebrating diversity
Helping others who are hurt or upset	Talking kindly/politely
Working hard	Being respectful to everyone
	Telling the truth
Negative behaviours	
Hurting others	Being rude to teachers/other children
Disrupting learning in class	Telling lies
Swearing/using inappropriate language - at each other and teachers	Discrimination against others - using racist language
Not letting others play	Calling other children names
Talking over the teacher	Bullying
Damaging property/equipment	Blaming others for your behaviour
Threatening others	Stealing

## Responses and consequences

*"Discipline in schools should respect children's human dignity"*

*(UNCRC Article 28)*

We accept that children are continually learning how to regulate their emotions. In light of, this we are committed to using restorative approaches to help children understand the impact of their actions and how they can make better choices. Staff will support children to develop their language of emotions.



### Restorative Conversation Prompts



1. What happened?
2. What were you thinking about at the time? How were you feeling?
3. What do you think about the incident now?
4. Who do you think has been affected by your actions? How do you think they feel?
5. What do we need to do now to make things right?



## Rewards

We value and reward all our children's efforts in a variety of ways. This is not an exhaustive list and can be added to or amended within each school/class.

<b>In Class</b>	
Positive relationships with adults / children Verbal Praise Self and peer assessments	Stamps/Stickers/Rewards/Points Pupil Jobs & Responsibilities Focusing on the positive behaviour first Written praise on work
<b>In School</b>	
Shared High Expectations & Values Stamps/Stickers/Points Sharing pupil success and achievement— Weekly achievement certificates in assembly Whole school events (e.g. Anti-Bullying Week, Children in Need)	Wall displays of good work Annual trophies/awards Displays Assemblies Pupil Planning (IEP, Child's Plans) Whole school together time Headteacher stickers/certificates
<b>With Home / Community</b>	
Sharing success through newsletters, emails, social media and messages Message to parents via email / text Written praise on homework/ diaries Parent consultation evenings	Parent assemblies, church services, school shows Positive relationship between home and school. Community events / local excursions

## Consequences

Sometimes, we use consequences to support a return to expected behaviour.

In our context, we feel that the staff in our schools know each child and their individual circumstances very well. This may mean that the consequences used to support one child's development may differ from another.

The list of possible consequences overleaf, have been collated by children, parents and staff. This list is not exhaustive and appropriate consequences will be decided on an individual basis.

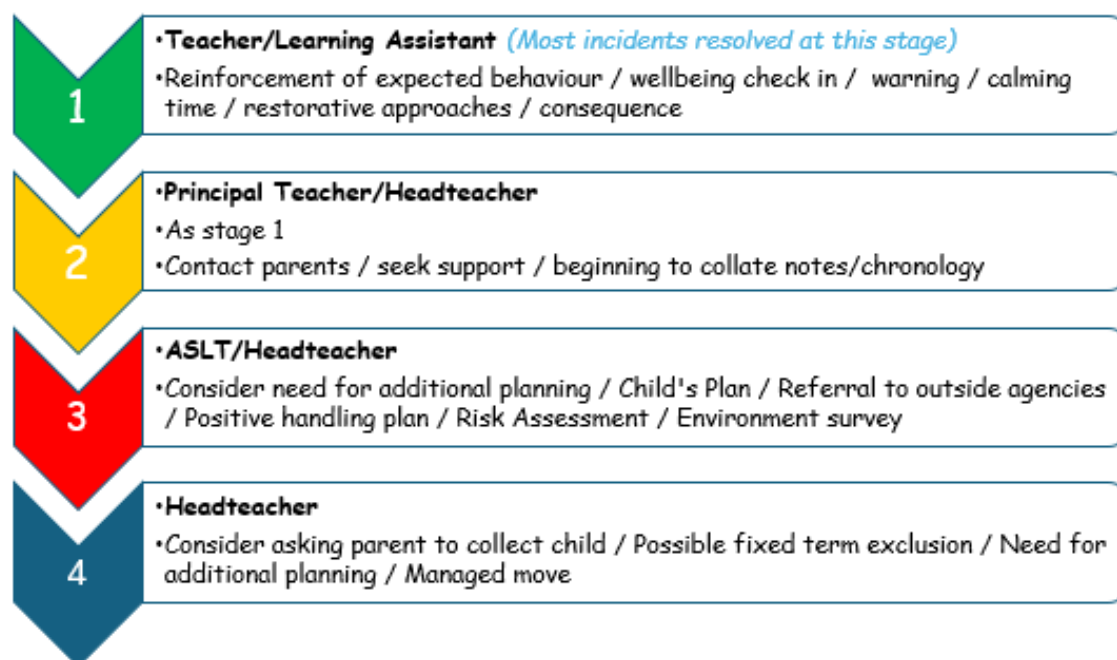
Possible consequences	
Missing part or all of a break or lunch	Completing work not completed in lesson time
Missing out on a class reward	Speaking with the Principal Teacher or Headteacher
Time out from an activity	Apologising - in person or in writing
Making good (e.g. tidying up something that was messed up)	

### Younger children and those with additional needs

Children in the early stages of their development (e.g. Primary 1-2) or have additional needs may just be beginning to understand their own emotions and can struggle to identify these. For pupils who experience social, emotional and behavioural challenges, it may be necessary to implement further strategies to support them.

### Dealing with inappropriate behaviours

The flow chart below is a guide to show the steps to be followed and how these may escalate depending on the level of behaviour. It is only a guide and may not always be appropriate in every situation. Staff will always aim to deal with inappropriate behaviour quietly and away from other children. Above all, they will demonstrate unconditional care and compassion.



A full version of this policy can be requested from school or viewed on our school website.