



Carrutherstown and Cummertees Partnership

Positive Relationships Policy

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

"Developing good relationships and positive behaviour in the classroom, playground and wider community is essential for creating the right environment for effective learning and teaching. Where children feel included, respected, safe and secure and when 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: 2013)



Rationale

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.

Through our core values of Diversity, Resilience, Achievement, Empathy (and Mindfulness at Cummertrees), we encourage everyone to demonstrate caring, considerate behaviour. We understand that negative behaviour and bullying is never acceptable, however when these occur we will support everyone involved to reflect and understand the effect of their behaviours.

We have developed this policy through consultation with pupils, parents and staff across our partnership. Our parents work closely with us to discuss and resolve behaviour issues with 97% agreeing that our schools have an effective open door policy where they can easily discuss their queries and/or concerns (Parent Survey, May 2024).

"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)

We are part of the UNICEF Rights Respecting School Programme and gained our bronze award in November 2019. This policy therefore links with the United Nations Convention on the Rights of the Child (UNCRC Scotland Act 2024), the Equalities Act 2010 and the principles of GIRFEC (Getting it Right for Every Child).



Having reviewed the Better Relationships Better Learning framework, Framework for Inclusion from Dumfries and Galloway Local Authority, and the Scottish Government's anti-bullying policy 'Respect Me' we have updated our promoting positive behaviour policy adopting the principles of the framework and applying them within our context at Carrutherstown and Cummertrees Primary Schools. This policy should be read alongside our Anti-Bullying policy.

Vision and Values

Our Vision and Values were co-created with our children, staff and parents in 2022 to show what makes our school unique and what we feel it is important to focus on within our learning community.

Vision:

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

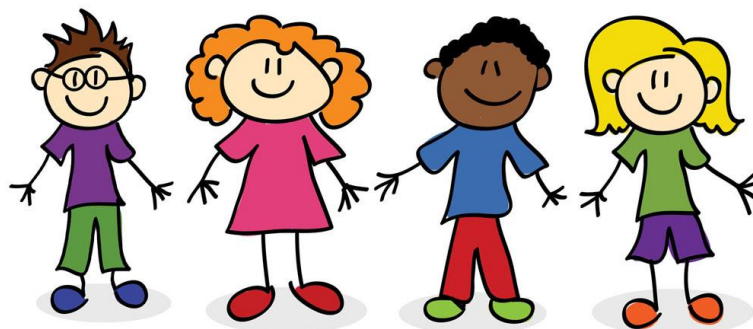
Values	
Diversity	<i>identifying the similarities and differences that make each of us unique and celebrating these</i>
Achievement	<i>recognising and celebrating achievements both in and out of school</i>
Resilience	<i>always trying our hardest and persevering when things get hard or we make mistakes</i>
Empathy	<i>putting ourselves in someone else's shoes when making decisions about how to act towards each other</i>
Mindfulness <i>(Cummertrees only)</i>	<i>being aware of our own thoughts and feelings and how these affect the way we act or behave</i>



Promoting Positive Behaviour

Our pupils understand and exemplify our core values in all aspects of school life. Children in our schools listed the range of positive and negative behaviours that they might see in school.

Positive behaviours	
Showing empathy/kindness to others	Having a 'positive vibe'
Listening well to adults and other children	Accepting and celebrating diversity
Helping other when they 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



Rewards

We value and reward all our children's efforts in a variety of ways. The list below shows an example of the types of rewards that children may receive. This is not an exhaustive list and can be added to or amended within the context of each school/class.

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

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 and what is acceptable behaviour within our learning community. 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. Through guided discussion, pupils are able to talk about their thoughts and feelings, take responsibility for their actions and develop skills in order to rebuild and repair relationships. Staff will support children to develop their language of emotions through using resources connected to the Emotionworks programme. All staff across our schools are fully committed to using this approach in the first instance to support the promotion of positive behaviours. Our parents and carers are also supportive of this with 88% agreeing that this approach supports our children to learn from their mistakes (Parent Survey: May 2024)

Staff will find time to speak with the child/ren involved in an appropriate space and in a calm and measured way. We recognise that some children may need time and space to regulate their emotions before they are ready to discuss the incident and so staff will decide when and where it is best to hold this conversation. Where possible, we will support the child to complete a reflection sheet or use a behaviour reflection file to reflect on their behaviour (see appendix ?)

Prompts that we may use to guide then conversation are:



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?



Consequences

There are times when the restorative approach is not appropriate/effective. In these circumstances we will use a range of consequences to support a return to positive behaviour. Consequences need to be immediate, short and appropriate for the behaviour and only aimed at the behaviour not the child.

In our context, we feel that the staff in our schools know each child and their individual circumstances very well. Staff are trauma informed and have a good understanding of the effects of adverse childhood experiences (ACEs). This may mean that the consequences used to support one child's development may differ from another. We do not feel that it is appropriate to apply a 'one size fits all' approach in our settings.

The list of possible consequences below 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 break	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)	

Note of caution

- Missing time for play is an easy consequence to use. However, it can have a detrimental effect on the child's behaviour. The child who misses playtime the most is probably the child who needs playtime the most.
- Making a whole class miss break time as a consequence must be avoided. It's not fair to make all children suffer for the behaviour of one or two children.
- For any behaviours that have not improved with the above consequences, the teacher is encouraged to seek support and involve parents / carers at the earliest stage

Younger children and those with additional needs

Children in the early stages of their development (e.g. Primary 1-2) or have additional support needs may just be beginning to understand their own emotions and can struggle to identify or label these. They therefore need a greater amount of staff support in managing their emotions and, consequently, their behaviour. In recognition of this, we support the children in understanding their emotions by discussing how the incident has made them feel and support their management of these emotions by modelling strategies for self-regulation (e.g. deep breathing, rubbing arms). This support not only helps them to calm themselves in order to deal with the behaviour but will also support them later when they begin to use regulations strategies as they move through the school.

We also ensure that all children have access to an area that is comfortable, calmer and quieter (either in the classroom or somewhere else in the school) in order for children to remove themselves, reduce anxiety and calm. Staff use consistent approaches (e.g. visual supports, timers, taking turns) to give clear expectations and guidance. We use praise in order to reinforce positive behaviours, ensuring we catch all children displaying these behaviours.

Whilst most pupils will be able to follow the above framework, it must be recognised that some pupils may experience particular difficulties. For learners with social, emotional and behavioural difficulties the ethos within the school is crucial if they are to develop and progress. It is our aim to provide a consistent approach to pupils that address both academic and social aspects of learning to meet individual needs. For pupils who experience social, emotional and behavioural challenges, it may be necessary to implement further strategies to support them.

This may include class and school based interventions, IEP (individualised education plan) with HWB/behaviour targets and/or child's plan meetings. We have good relationships with a range of outside agencies and referrals may also be considered.

In exceptional circumstances children may display a range of more serious behaviours (e.g. being verbally or physically abusive towards adults in school) These behaviours require a violent incident/accident form to be filled in and sent to the authority in accordance with the Dumfries and Galloway Regional Policy. An entry will also be made to the school behaviour log (held in the locked filing cabinet in each school office and this will be recorded as a pastoral note on SEEMIS).

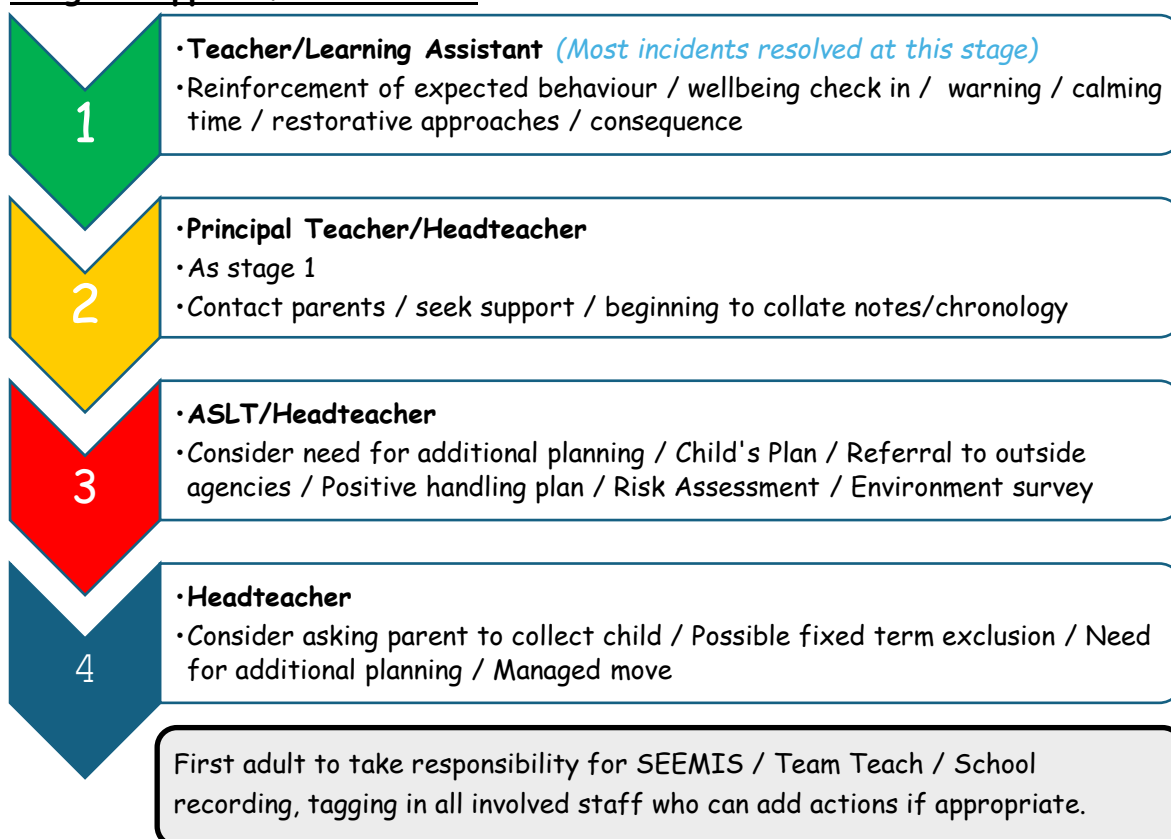
Dealing with inappropriate behaviours

It is important that a calm, consistent approach is used across the school when dealing with inappropriate behaviour. The flow chart below is a guide to demonstrate 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.

When dealing with all incidents, adults will;

- Use a calm and regulated tone of voice
- Use the child's name
- Get down to the child's level
- Make eye contact (if appropriate)
- Use vocabulary appropriate to the child's level of development
- Demonstrate unconditional care and compassion

Staged Support for Behaviour



References

The following documents were reviewed by staff within our schools and the guidance within them is reflected throughout this policy.

Circle Collaboration (2015) Inclusive learning and collaborative learning: Ideas in practice

Dumfries and Galloway Council (2018) Preventing and Managing School Exclusion

Dumfries and Galloway Council (2023) Respect for All Anti-Bullying Guidance

Dumfries and Galloway Council (2023) Stages of Intervention in Education and Learning

Education Scotland (2021) Promoting Positive Relationships and Behaviour in Educational Settings

Education Scotland (2021) Restorative Approaches to Support Positive Relationships and Behaviour

Respect Me - Guidance for Professionals -

<https://www.respectme.org.uk/information-professionals/>

Scottish Government (2013) Better relationships, better learning, better behaviour

Scottish Government (2022) Getting it right for every child Policy Statement

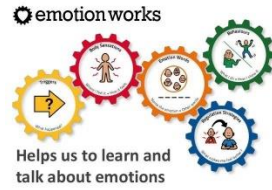
Scottish Government (2024) Respect for All (update 2024): The National Approach to Anti-Bullying for Scotland's Children and Young People

The Promise Scotland - <https://thepromise.scot/>

UNICEF (2021) RRSA Outcomes at Silver and Gold



Restorative Reflection Sheet



Name:	Date & Time:
What happened?	
What were you thinking about at the time?	
How were you feeling? (Tick)	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> sad</div> <div style="text-align: center;"> worried</div> <div style="text-align: center;"> happy</div> <div style="text-align: center;"> upset</div> <div style="text-align: center;"> surprised</div> <div style="text-align: center;"> angry</div> <div style="text-align: center;"> embarrassed</div> </div>	
What do you think about the incident now?	
Who do you think has been affected by your actions?	Tick which wellbeing indicators you think your actions have affected for the other person. <div style="text-align: center; margin-top: 10px;"> </div>
How do they feel?	
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> sad</div> <div style="text-align: center;"> worried</div> <div style="text-align: center;"> happy</div> <div style="text-align: center;"> upset</div> <div style="text-align: center;"> surprised</div> <div style="text-align: center;"> angry</div> <div style="text-align: center;"> embarrassed</div> </div>	
What do we need to do now to make things right?	
Teacher comments:	



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?

