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Darvel Primary School

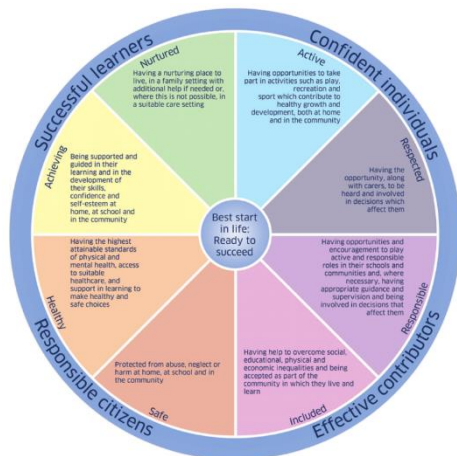
Respectful Relationships Policy



2023 - 2024



Rationale



The purpose of this policy statement is to provide guidance for teachers, pupils, parents and carers on our restorative and relationships-focused approach to building positive interactions throughout our school. This will allow our whole school community at Darvel Primary School to enjoy a calm and caring environment which supports each child both educationally and emotionally to give them the best possible chance to achieve their full potential in all aspects of their journey.

Children's wellbeing is at the heart of Getting it Right for Every Child. This means focusing on the wellbeing of every child to ensure they are safe, healthy,

achieving, nurtured, active, respected, responsible and included. Our Respectful Relationships Policy begins with a promise from all adults within our establishment to provide a clear, consistent and calm approach to promoting positive behaviour and to build a climate where learning happens in a nurturing, inclusive, empathetic and respectful environment. Approaches used to develop this learning space are underpinned by children's rights.

Rights Respecting School



Darvel Primary School is a UNICEF Rights Respecting School. This means that the rights of each child as defined in the United Nations Convention on the rights of the child are at the core of our ethos and underpin everything we do.

In 1989, governments worldwide promised all children the same rights by adopting the UN Convention on the Rights of the Child (UNCRC). These rights are based on what a child needs to survive, grow, participate and fulfil their potential.

They apply equally to every child, regardless of who they are, or where they are from. Human rights are founded on respect for the dignity and worth of each individual, regardless of race, gender, language, religion, opinions, wealth or ability and therefore apply to every human being everywhere. The Convention recognises the human rights of children, defined as any person under the age of 18. It is the only international human rights treaty which includes civil, political, economic, social and cultural rights. It sets out in detail what every child needs to have for a safe, happy and fulfilled childhood.

At Darvel Primary we believe that every child has the right to an education which ensures they learn successfully in a safe and secure environment. We have high aspirations for our students and passionately believe in a shared responsibility between parents, staff and pupils to uphold the rights of all children and strive to encourage a strong moral understanding of our social responsibilities across all aspects of school life.





Aims

We believe that for our children to be Successful Learners and take their valued place in society as Responsible Citizens, they must be part of a supportive, caring ethos in which relationships are managed positively and consistently. It provides children with a secure framework in which they will develop skills and strategies to help them take responsibility for their own behaviour. Subsequently, the relationship between pupil, teacher and wider staff will be built on mutual trust and respect, allowing our school to achieve the following aims:



- To ensure our school values underpin our climate and relationship-focused approach.
- Establish open, positive and nurturing relationships across the community, where children and young people feel that they're listened to, and where they feel secure in their ability to discuss sensitive aspects of their life.
- To provide a clear, fair and consistent approach to managing all types of behaviours, based upon nurture principles and restorative practice.
- To ensure flexibility in supporting behaviours that might be the result of Adverse Childhood Experiences and/or Additional Support Needs.
- To provide a safe, respectful, equitable and happy school climate where learning opportunities are maximised.
- To provide all of our school community with the tools to support de-escalation, co-regulation and resilience building.

School Values

Taking into account our foundation of Getting It Right For Every Child and the UN Convention on the Rights of the Child (UNCRC), we have developed our school values.

Each class takes these values and creates a charter where they explore how they will meet the values and therefore afford everyone their rights. We use these values and charters as expectations and boundaries in our classes, around our school and in our playground. We have high expectations for all of our young people.

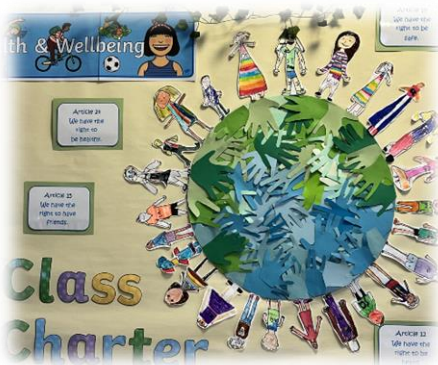


"Our values help us to know what each teacher expects of us. I like it when we can get pupil of the week for showing the values."

We give recognition to all pupils who go 'over and above' by those who demonstrate an ability to exceed our school values, impacting the wider Darvel community and demonstrating initiative. This is recognised through our Pupil of the Week certificates, regular use of house points, positive reinforcement strategies and class awards.

'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above, then there is no limit to their excellent behaviour.'

Paul Dix



Class Charter

Every class also has a Class Charter, linked to our Rights Respecting Schools, which is created by our young people at the start of each academic year. This is referred to on a regular basis throughout the school day with high expectations set on children following the agreed class charter in addition to our school values.

'The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible.'

Paul Dix

"The Class Charter helps us to know what is allowed and what isn't allowed. It also tells us what support is there for us in school."

Supporting High Expectations

Whilst we set high expectations for our children we also understand that we are all human. Sometimes we all struggle to stay within boundaries or follow rules either because of our additional needs, developmental stage or our strong emotions. We recognise that we must provide the tools and learning experiences to allow our young people to demonstrate our school values in all aspects of their life. We teach these skills by offering a safe and supportive school environment and through our approaches, practice and development and review of our school curriculum.

Our approaches to creating a safe, structured and supportive environment at Darvel

Good Morning or Goodbye



Welcome

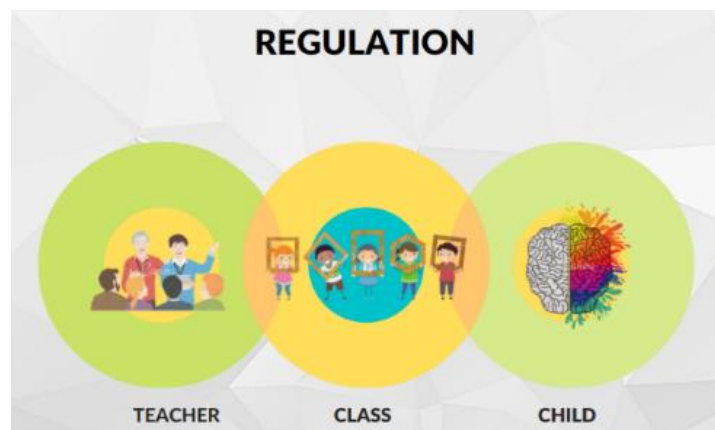
Staff will create a welcoming environment by greeting pupils every morning through a formal meet and greet in either the playground, or as they enter the classroom. This may be a simple, 'Good morning' or offering a handshake to provide a consistent check in and enthusiastic welcome for every child each day.

Communication with our parents and wider community is also a key part of this welcoming ethos. There are opportunities for parents and the Darvel community to say hello and speak to our Senior Leadership Team and wider staff team at the start and end of each day. We also hold various parent and community events throughout our school year to encourage these relationships.

NME

At Darvel Primary School we are at the initial stages of embedding the Neuro-sequential Model in Education (NME) across our school day. Working in collaboration with our school Educational Psychologist, we are in the process of creating a framework for practice over a 3-year period.

Our framework focus on how school environments support children & adults to be calm, regulated & to experience meaningful attuned relationships allowing them to reason, learn and achieve to the best of their ability. This framework will set out how we begin to do this universally across **every classroom** in our school to ensure **every child feels safe, connected and is more likely to be able to engage cognitively in learning.**



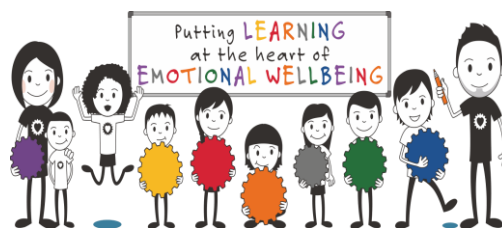
Teaching explicit emotional and relational skills at Darvel



In terms of lifelong success we know that social and emotional skills are imperative. As well as building relationships between staff and pupils we have to consider how we will enable the pupils to function interpersonally.

*"Social and emotional skills are crucial for children's health, wellbeing and future success, including their educational attainment."
(Goodman et al., 2015)*

Below are the programmes and interventions used across the school to teach emotional and relational skills at Darvel Primary School.



Emotion Works

Our Emotion Works programme teaches and promotes social and emotional learning (SEL). This is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Emotion Works is a visual educational programme designed to help children to

- Learn emotional language
- Develop emotional understanding
- Manage feelings and emotional behaviours
- Develop resilience



In lessons we develop our understanding of the different "cogs" that are involved in emotional situations. These cogs build and develop as children progress from P1 to P7. Emotion Works is used to make connections across the curriculum and adds depth to our drama, art, reading and writing activities. It helps our children to recognise and label emotions and identify associated body sensations, behaviours, possible triggers and emotional regulation strategies. We often use stories, films, drama and art as a stimulus and then our children can make their own connections to themselves and the world around them.

The involvement of the whole school community ensures the Emotion Works programme is a key element in our educational journey and learning experiences. Through wider engagement of the programme outside of the classroom and in the home, the children will be able to utilise key concepts in real-life situations. The involvement of our support staff and wider team helps to also ensure that consistent language and strategies of Emotion Works are used throughout the school.

Key elements of our teaching of Emotion Works includes;

- A minimum of 1 lesson a week
- Feelings check-in – encouraging young people to change throughout the day
- Emotion Works space identified in the classroom for displays / posters
- Generalisation
 - Using the Emotion Works language unplanned and when it arises in class naturally
 - Using Emotion Works language / discussion around strategies in a planned, purposeful way e.g. during a novel study, drama etc.

“I like Emotion Works because it lets us know what the different cogs mean. It gives you strategies to get along with friends or to solve an argument between them.”

Restorative Practice

‘Punishment doesn’t teach better behaviour, restorative conversations do.’

Paul Dix



Restorative practice is **a way of working with conflict that puts the focus on repairing the harm that has been done**. It is an approach to conflict resolution that includes all of the parties involved and identifying together a natural consequence. Experience and evidence at local and national levels has shown that restorative processes have a positive impact in changing school cultures, especially with regard to attendance and behaviour.

Every adult in our school is important, has the skills and uses the same tools to deal with behavioural incidents. If an incident takes place in the playground, this will normally be responded to by support staff who use the same strategies and process as teaching staff. This allows an intervention to take place immediately and may involve a restorative conversation. If this cannot be done in the playground, ‘restore’ time can be used following breaks as it is important that children are settled and ready to learn when they return to class. It will not usually then be revisited by the class teacher or management team unless further action is required or unless the person is being monitored by SLT (Senior Leadership Team). Teachers will address almost all behaviours which take place in the classroom. In order to minimise loss of teaching and learning time, the management team may become involved in a variety of ways, e.g. releasing the class teacher to have a restorative meeting with a child.

Restorative Conversations

The positive relationships you form with pupils depend on a restorative approach being your default mode.'

Paul Dix

At Darvel Primary, we believe that nurturing and restorative practice, as well as high expectations, are key to building positive relationships. Restorative conversations aim to help the child realise how their behaviour impacts others, learn what appropriate behaviour looks like and equip the child with the tools to discuss their feelings whilst taking ownership of repairing a relationship and having an active voice on how they wish to move forward. This creates a plan they can use to avoid a similar incident occurring in the future.

Restorative Questions



1. What happened? (...and then what happened?)
2. What were you thinking at the time?
3. How do you feel about what's happened?
4. Who else has been affected by this? How have they been affected?
5. What do you need from this meeting to make things better/improve the situation/to help you to move on?

"Restorative Conversations help us as you get to find out the other side of the story. It can help you to see how the other person felt."

These restorative questions will be used to structure restorative conversations. Depending on developmental stage, up to five questions will be used. The teacher may decide it would be more appropriate to start with two questions and build on these as the child develops socially and emotionally.

Anti-bullying: Respect for All

Every child and young person in East Ayrshire should grow up free from bullying behaviour. Our 'Anti-bullying: Respect for All' Establishment Statement (Appendix 1), details the ways in which we work with children, adults and our wider community so that all parties are enabled to prevent and respond effectively to incidents of bullying behaviour.

In line with national guidance, the term bullying is used in this statement for incidents where someone is physically, mentally or verbally hurt by another individual or group of people. The statement builds on East Ayrshire's Respect for All Anti-bullying Policy and outlines the steps that will be undertaken in Darvel Primary to provide guidance to staff, parents/carers and young people on the prevention and management of bullying behaviour to make learning settings safe, respectful and positive environments where bullying behaviour is never acceptable.

These include; Raising Awareness and Prevention, Recording and Monitoring Strategies and reporting and feeding back about bullying incidents. A key area of this statement is our work on Respect Me, where we actively, openly talk about, and discuss promoting respectful relationships and what this means and looks like in our school. This involves pupil and parent workshops where we aim to build the capacity of adults to effect change and challenge bullying and stigma at an individual, school, family, community and societal level.



Glasgow Motivation and Wellbeing Profile (GMWP)

In the 2023-2024 Academic Session we also hope to implement the Glasgow Motivation and Wellbeing Profile across our school. This intervention elicits children and young people's views of themselves and their emotions; it gives them an opportunity to reflect on their feelings and current experiences and encourages them to consider how they can increase their own determination, motivation and sense of wellbeing.

Enhanced supports in developing pupil wellbeing and positive relationships

In this policy we are endeavouring to align school culture and environment to facilitate safety, support and social and emotional learning to enable pupils to achieve their best and with teachers able to provide engagement and challenge throughout the curriculum. However, we also recognise that for some of our young people there may be times when they may find aspects of their life challenging and greater support is required.



Some examples of the enhanced supports offered by our local authority include:

- East Ayrshire Psychological Services
- East Ayrshire School Counselling Service (The Exchange)

Should you feel your child would require these supports, please speak to a member of our Senior Leadership Team.

Appendix 1

Anti-bullying: Respect for All Establishment Statement



Darvel Primary School



Anti-bullying statement for Children / Young People in Darvel Primary School

Vision

Every child and young person in East Ayrshire should grow up free from bullying behaviour.

Across all sectors, those working with children and young people in East Ayrshire are already aiming to fulfil the Scottish Government and local government commitment to ensuring children and young people become confident individuals and responsible citizens. It is our aspiration that all those who play a role in the lives of children and young people are enabled to prevent and respond effectively to incidents of bullying behaviour.

Getting it right for every child (GIRFEC) in East Ayrshire ensures that the child and their family are at the centre of policy and practice and that the views of the child, young person and their parents/carers are sought, listened to and taken into account when decisions are being made.

Policy Statement Purpose

In East Ayrshire learning settings promote respectful relationship approaches but in line with national guidance the term bullying is used in this statement for incidents where someone is physically, mentally or verbally hurt by another individual or group of people.

This document builds on East Ayrshire's Respect for All Anti-bullying Policy and outlines the steps that will be undertaken in Darvel Primary to provide guidance to staff, parents/carers and children / young people on the prevention and management of bullying behaviour to make learning settings safe, respectful and positive environments where bullying behaviour is never acceptable.

Raising Awareness and Prevention

Staff and Volunteers

In addition to promoting and role modelling positive relationships and positive behaviour, all staff and volunteers in Darvel Primary with a responsibility for children / young people will participate/have participated in the training and development listed below:-

- Emotion Works Training
- NME Training
- RespectMe Training
- EAC CLPL Site
- PRD

Our Senior Leadership Team and staff are in the process of completing CLPL Training on the neurosequential model in education with our Educational Psychologist, a focus on brain development to support child regulation and achieve a deeper understanding of individual needs. Darvel continues to embed this ethos across the school, allowing staff to put each learner and their story at the heart of success, safety and living the school values.

Pupils

In Darvel Primary we actively, openly talk about, and discuss promoting respectful relationships and what this means and looks like in our school. Young people create and deliver our school values based assemblies and work closely with RespectMe, culminating in their pupil led presentation being used across East Ayrshire schools to promote best practice.

Listed below are the strategies / resources which will be used to raise the children / young people's awareness and prevent bullying:-

- Health & Wellbeing CFE Lessons
- Emotion Works Lessons
- RespectMe Based Activities
- Restorative Practice
- Expressive Arts Role Play
- Pupil Led Values Assemblies
- Whole School Values Themed Days/Events

Parents/Carers

In order to raise parental awareness of positive relationships and positive behaviour, all parents in Darvel Primary will be provided with the information listed below:-

East Ayrshire Respectful Relationships Policy
 East Ayrshire Parental HWB Information Site
 RespectMe Anti-Bullying Site (parent/carer specific support resources)
 Darvel Bespoke RespectMe Parent Led Workshops
 Darvel Respectful Relationships Parent Group
 Restorative Practice Workshops
 Volunteer Opportunities

Recording and Monitoring Strategies

In Darvel Primary incidents of bullying are recorded and monitored, in accordance with the guidance in East Ayrshire Respectful Relationships Policy, in the SEEMIS Bullying and Equality Module.

Reporting and feeding back about bullying incidents

In Darvel Primary children/ young people, staff and parents will be made aware of the friendly, confidential and safe ways to report bullying behaviour:

Pupils: Ways to report bullying behaviour:

- With an adult in our school who they feel confident and safe with. This could include their teacher, classroom assistant, Home Link Worker etc.
- Senior Leadership Team will then be informed and begin the process of parent/carer communication and resolving the concern with those involved.
- With parents/carers at home leading to conversations with Senior Leadership Team and staff.

Parents: Ways to report bullying behaviour:

- Contact the school via telephone (01560 320257) or email eadarvel.ps@eastayrshire.org.uk
- Forms and surveys – available on our school app

Staff: Ways to report bullying behaviour:

- Directly to the Senior Leadership Team
- Health and Wellbeing Coordinator will be responsible for ensuring all parties are actively informed of progress made.

Following the reporting of bullying behaviour a thorough investigation will take place, led by the Head Teacher (or appropriate member of the Senior Leadership Team) consulting all parties involved, ensuring clarity and detailed confirmation of all incidents and facilitating a respectful, solution-focused meeting with parents/carers (if agreed by both parents/carers).

The voices of the young people directly involved, and their wishes, opinions and choices moving forward will also be at the heart of decision making as Darvel respect, listen to, respond and action their wishes.

The Senior Leadership Team will actively and positively aim to resolve and restore relationships between young people and parents, ensuring the safety and happiness of all, following the guidance from East Ayrshire Council and Education Services at all times.

Children / young people's views on respectful relationships

We have included and consulted our children / young people in the creation of this statement and some of their comments are shown below:-

2023/24 cohort statements to be obtained

Parent's views on respectful relationships

We have included and consulted our parents in the creation of this statement and some of their comments are shown below:-

2023/24 cohort statements to be obtained

Policy statement reviewed date: 01.11.2023

Signature:

*Acting Head Teacher
Darvel Primary School*

Date: 01.11.2023