

Hillhead Primary School

Respectful Relationships Policy



This policy has been written for and by Hillhead Primary School and has been written in line with East Ayrshire's Respectful Relationships Framework; and takes account of the UN Convention on the Rights of the Child (UNCRC). A full version of the EAC Respectful Relationships Framework is available on GLOW or on request from the school office.

January 2020
L. Mitchell



Honesty

Trust

Determination

Hope

Respect

Our Vision

At Hillhead Primary School we promote positive behaviour and respectful relationships within our environment at all times. Children come to school from a variety of backgrounds, and this is taken into consideration when supporting the individual needs of pupils.

After consultation with our whole school community in November 2017, we agreed on our vision statement of '*High Hopes*'.

Our Values

Following consultation with pupils, parents, staff, community and partners in September 2017, we agreed on our school values. These are:

- ✓ **Honesty**
- ✓ **Trust**
- ✓ **Determination**
- ✓ **Hope**
- ✓ **Respect**

- These will be reviewed regularly in order to remain relevant and meaningful.

Our Aim

It is our aim at Hillhead Primary School to provide a happy, stable environment which will enable learners to become independent, confident and resilient individuals who can reach their potential.

Purpose

The purpose of this policy is:

- ✓ To support the development of respectful relationships across our school community
- ✓ To support and encourage secure attachments
- ✓ To promote self-regulation and positive, respectful behaviour

How We Promote Respectful Relationships

At Hillhead Primary, we believe that a positive learning ethos is key in promoting positive behaviours and learning. We work collaboratively to create this within a nurturing environment. We have clear expectations of what constitutes acceptable behaviour and use a range of effective strategies to promote and value these positive behaviours.



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House System

After consultation with pupils, staff and parents, we revamped our house system in August 2018.

The theme voted as the favourite was 'Castles In and Around Kilmarnock':

- ✓ Caprington
- ✓ Dean
- ✓ Loudoun
- ✓ Rowallan

Through our house system, children can earn tokens by displaying behaviour which demonstrates the school values and/or articles. The pupils vote for the termly house reward which promotes pupil voice and ensures that the system is meaningful to the pupils. Children deposit their tokens into the 'Token Collector' which is in a prominent space in our school. The House and Vice Captains are rotated to count the tokens every week with the house places being announced at weekly check-out.

Golden Bricks

Golden Bricks are awarded to the House and Vice Captains each week dependent on the token count. 1st place receives 4 Golden Bricks, 2nd place receives 3 Golden Bricks, 3rd place receives 2 Golden Bricks and 4th place receives 1 Golden Brick. These bricks are then displayed on the Token Collector and tallied up each week. This ensures that all houses have a fair chance throughout the term.

Weekly Check-Outs

Weekly check-outs provide an opportunity for us to reflect on school events, our values and the UNCRC. We celebrate the achievements of our pupils with the use of 'Pupil of the Week' certificates which individual staff members fill in weekly, including a certificate from the dinner hall staff. Children receive a 'Golden Star' when they get a certificate which entitles them to 50 house tokens.

Reward Play

After the weekly check-out, pupils have the chance to take part in an extra reward play with their class teachers for fifteen minutes. During this time, staff take part in games and activities with pupils to help build positive relationships and build teamwork skills.

Golden Tickets

Each term, every member of staff has a prestigious 'Golden Ticket' to hand out. They choose a pupil who has consistently shown the school values and followed our whole school charter throughout the term. Golden Ticket winners gain automatic entry to the house reward, receive a Golden star worth 50 points for their house, make it onto our 'In the Spotlight' display and have a letter sent home to share their success.

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Shining Star Award

To improve motivation and enthusiasm, each class teacher can nominate one pupil from their class to receive a 'Shining Star Award'. Teachers will choose a pupil who is highly motivated to learn, contributes well to lessons in all areas of the curriculum and shows an eagerness to challenge themselves and extend their learning. Shining Stars gain automatic entry to the house reward, receive a Golden star (worth 50 points for their house), make it onto our 'In the Spotlight' display and have a letter sent home to share their success.



Health and Wellbeing Framework

We have developed a bespoke Health and Wellbeing Framework which reflects the unique context of our community. This supports our staff to teach skills such as resilience and supports with all aspects of wellbeing. After consultation with pupils in 2018, several Health and Wellbeing targets were highlighted for our school to work on. Each class has two targets which they work on throughout the year, tackling areas such as 'Parental Engagement', 'Target Setting' and 'Brain Development'.

Committees and Skills

Every fortnight we have committee and skills sessions which last for 45 minutes. During this time we encourage pupil voice across the school with P1 - P2 pupils working on life skills and P3 - P7 pupils being a part of a committee. Some of our committees are Dyslexia Friendly Schools, Eco, Junior Road Safety and Rights Respecting Schools. Each committee documents their progress in a big book as well as regularly updating their allocated display throughout out the year.

Anti-Bullying

We are committed to providing a safe and caring learning environment for all children at Hillhead Primary School. Bullying is hurtful and never acceptable. Everyone has the right to be treated with respect and live a life free from bullying and harassment. **It should be emphasised that there is a difference between one-off incidents amongst peers in the classroom/playground and the systematic and ongoing targeting of a pupil or group.**

- Our shared definition of bullying can be described as the systematic, ongoing and targeted harassment by a group or by one person.

Bullying can take many different forms. Someone who is being bullied may feel unable to stop it happening.

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Bullying may be:

| | |
|-----------------|--|
| Emotional | Deliberately trying to scare, humiliate, isolate or ignore a child. |
| Physical | Pushing, kicking, hitting, punching or any use of violence. |
| Verbal | Name calling, sarcasm, teasing or spreading rumours |
| Cyber | All areas of the internet, such as email and internet chat, social networking misuse, mobile and text messaging. |
| Prejudice based | Focusing negatively on the identity of the victim, based on their race, ethnicity, colour, sexual orientation, religion or belief, gender, or other distinguishing features. |

Children accused of bullying may need support as much as those being bullied. We always take bullying seriously and will endeavour to investigate fully, supporting all children involved, consulting parents/carers, implementing appropriate strategies for support and recording details using appropriate systems.

What We Do to Help Pupils after an Instance of Unacceptable Behaviour

Our priority after a pupil has shown unacceptable behaviour is always to focus on the relationships between all people involved. We adopt a restorative approach in most instances, allow all parties to be heard and help individuals to move forward.

As a nurturing school, we believe that a child's behaviour is communication and as such, we encourage staff to ask these key questions:

- What is happening here?
- What are the possible triggers?
- What is this behaviour communicating?
- What can I do to help?

Self-Regulation and Resilience

Self-regulation allows individuals to control their emotions, behaviour and thoughts in order to achieve goals and the capacity of **resilience** allows individuals to overcome challenges and difficulties more effectively. Ultimately we aim to teach pupils self-regulation skills in order to build their resilience, allowing them to thrive as confident individuals, successful contributors, responsible citizens and independent learners.

✓ **1,2,3 Magic**

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The 1, 2, 3 Magic approach is an early intervention strategy used across the school for low-level behaviours such as shouting out, fidgeting or talking while someone else is talking. The child is given a warning "1" in the first instance of low-level behaviour. He/she then has the opportunity to reflect on their actions and if their behaviour improves, this has been successful. If the child continues to display low-level behaviours, a 2nd warning; "2" will be given along with a warning of the consequence if their behaviour does not improve. If the low-level behaviour continues, the child will be told "3" and a **logical** consequence will take place. This may be 5 minutes owed at another time or something else that is meaningful to the child and/or behaviour. This approach teaches the child self-regulation as they are given opportunities to self-reflect and improve.

✓ **Natural and logical consequences**

A natural consequence is what happens without any input or interference as a result of an action or decision. For example, a child refusing to put on a jacket when it's cold outside and then not having anything to wear when he/she feels cold. A logical consequence is what is given to a child if they do not follow our school values and/or the whole school charter, and is ideally linked to the inappropriate behaviour. For instance, a child failing to complete work due to lack of concentration will have to complete work in their own time.

Other early intervention strategies to promote self-regulation include:

- ✓ Presenting a calm, controlled response
- ✓ Lowering voice, tone, pitch and tempo
- ✓ Maintaining positive, neutral body language
- ✓ Being aware of non-verbal communication
- ✓ Keeping interactions short
- ✓ Asking simple, open-ended questions
- ✓ Giving charter reminders linked to the UNCRC
- ✓ Stating the expectation
- ✓ Listening and acknowledging feelings
- ✓ Using scripted language
- ✓ Offering limited choice

Some children with additional support needs may display challenging behaviour. They will have a 'Child's Plan' and in some occasions, specific pupils may have an 'Individual Learning Plan' and/or Safety Plan. Children and adults discuss and agree to these plans together, giving the child an active role in setting targets to improve their behaviour. This will then be used to support learning and development.

On occasions, a more individualised response may be needed.

The steps below outline our approach to more serious behaviour incidents:

- ✓ Implement planned supports as per 'Team around the Child' meetings, Child's Plan and Safety Plan.
- ✓ Timely and supportive communication with parents/carers.
- ✓ Incidents recorded using appropriate systems (SEEMIS) and Health and Safety reports.

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Traffic Light System

Each class implements a traffic light system which includes each pupil in the class. At the start of the week, the system is reset and everyone starts on the green traffic light. After appropriate warnings using the 1, 2, 3 Magic approach, children may be moved to the Amber traffic light which is a reminder that they have not followed the school values and/or charter. At this point, they have the opportunity to move back to the green traffic light by working hard, displaying the school values and/or following the class charter. If further instances occur, 1, 2, 3 Magic will again be implemented and only after this will the child be moved to the red traffic light.

An exception to this would be a more serious behaviour incident, which may result in a child being moved straight to the red traffic light and may also require a restorative conversation during the reward play.

The traffic light system is fluid and children may move more than once in the week. It is crucial to remember that children **always** have the opportunity to reflect and improve in order to move back to amber/green throughout the week. Children who haven't managed to reflect and improve their behaviour by the Friday, resulting in them being on the red traffic light, will spend time with the Head Teacher (HT) or Depute Head Teacher (DHT) during the Reward Play. During this time, the children will take part in a restorative conversation.

If a child has spent three reward plays with the HT or DHT, a phone call or meeting with parents/carers will take place to put in place supports to help the child regulate their behaviour. Regular check-ins between the HT/DHT and the child will take place throughout the week to provide opportunities for reflection and support.

Restorative Approaches

All of our staff make use of restorative approaches as part of our planned response to relationship and/or behavioural difficulties. Restorative approaches help teachers ensure that children, staff and parents can be part of a fair process, helping all those involved to understand the impact of their behaviour on others. Taking a restorative approach may include having a restorative conversation or a more formal conference. These discussions may happen during the school day and involve all those affected by an incident.

Restorative approaches encourage:

- ✓ Healthy social relationships in our school and community
- ✓ Everyone to take responsibility for their own actions and their impact on others
- ✓ Respect for other people, their views and feelings
- ✓ Finding a fair response to a disciplinary issue
- ✓ Creating opportunities for reflective change in children and staff
- ✓ Empathising with others
- ✓ Understanding of the importance of the UNCRC

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The table below shows the possible strategies or supports put in place following an incident where someone may have been harmed, whether physically or emotionally:

| People who have been harmed may need: | People who have harmed someone else may need: |
|--|---|
| An apology | A chance to explain |
| An empathetic listener | Time to put things right |
| A chance to talk | The re-assurance it won't happen again |
| To be respected | To be forgiven |
| Support | To get back on friendly terms |
| The ability to draw a line under what has happened | A chance to feel better about what has happened |
| | To make up |
| | A logical consequence |

Instead of asking:

Who is to blame?
 How are we going to punish them ?
 What is wrong with them?

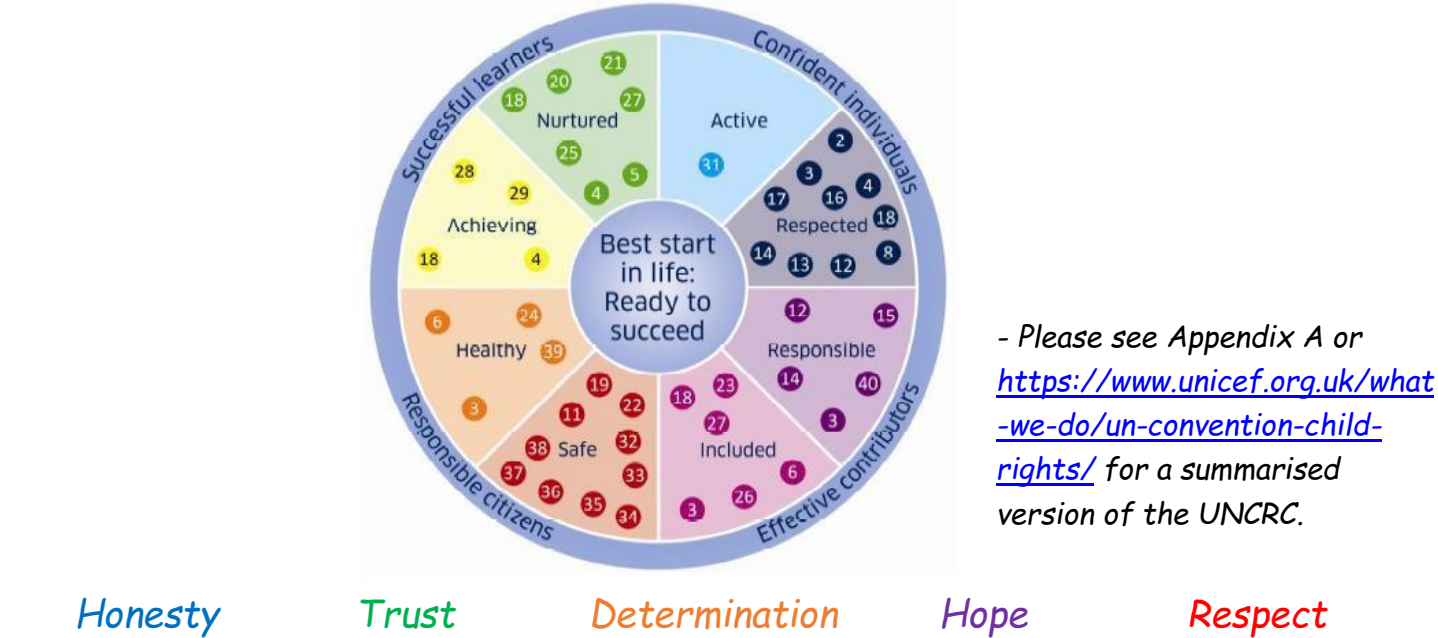
We can ask:

Who has been affected and how?
 How can we put it right and learn?
 How can we help you?

Rights Respecting Schools:

Hillhead PS are committed to respecting children’s rights with the UNCRC being a crucial part of daily school life. Children’s rights are explored through class lessons, assemblies and whole school events with children having many opportunities to use their voice to promote change.

Please see the figure below which shows how the 'Getting it Right for Every Child' Wellbeing indicators align to the range of rights as set out in the UNCRC:



Whole School Charter

After consultation with pupils, staff and parents, we created our Whole School Charter and chose the articles from the UNCRC we felt were relevant in our establishment. Our whole school charter is a framework that is used by young people and adults on how to respect each other's rights. Pupils understand that their rights are universal, inherent, inalienable, unconditional and indivisible as per the diagram below.

| | | | | |
|---|--|---|---|--|
| A Rights are for ALL children. UNIVERSAL | B Rights are there at BIRTH. INHERENT | C Rights CANNOT be taken away. INALIENABLE | D Rights DO NOT have to be earned. UNCONDITIONAL | E All rights are EQUALLY important. INDIVISIBLE |
|---|--|---|---|--|

The articles we chose were:

- ✓ Article 15 - You have the right to choose your own friends and join or set up groups.
- ✓ Article 19 - You have the right to be protected from being hurt or mistreated.
- ✓ Article 28 - You have the right to a good quality education.
- ✓ Article 29 - Your education should help you use and develop your talents and abilities.

- Our Whole School Charter ties together our chosen articles, our values with pupils and adults in our school community having ownership through their individual fingerprint.

Class Charters

In every class, a class charter is negotiated between pupils and teachers at the beginning of each session. A display is created, showing the articles chosen in the class theme. These are monitored and reviewed by the pupils throughout the year along with the Whole School Charter to ensure they remain relevant.

SEEMIS

SEEMIS is a computerised system which is used in Hillhead PS. It includes a behaviour tracking and referral system which staff use to record behaviour incidents. The system also records pastoral concerns and incidents of bullying and racially motivated incidents. The Senior Leadership Team then follow up any pastoral concerns or incidents by investigating fully, supporting all children involved and consulting with parents/carers or other relevant partners.

Exclusion

In some exceptional cases of inappropriate behaviour, the Senior Leadership Team may feel it necessary to exclude individual pupils, resulting in pupils being absent from school. We strive to keep such incidents to a minimum, however, where it is necessary, East Ayrshire's Standard Circular 8 is followed.

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