

# Kilmaurs Primary School

## Promoting Positive Relationships Policy



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**“Be respectful. Be safe. Be proud. Be your best.”**





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### RIGHTS RESPECTING SCHOOLS



Within this policy the articles and principles of the UNCRC are embedded with a particular focus on the following:

- Article 2: All children have these rights.
- Article 3: All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.
- Article 19: You have the right to be protected from being hurt and mistreated, in body or mind.
- Article 29: Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.



## Part 1 – Policy Statement

At Kilmaurs we set high expectations of behaviour. Together we promote positive relationships with our pupils and create an environment in which they can flourish following nurturing/relational approaches for all.

This policy sets out the framework for the behaviour, responsibilities, values and attitudes expected of everyone involved with the school, in line with a relationship based approach and a Restorative Practice Philosophy. The policy should be considered alongside our 'Respect Me' Anti-Bullying Policy.

This policy is in line with our Vision, Values and Aims for the school.

Our Vision Statement, Values and Aims

**Our vision:** Everyone in our school community will work together to embed the values and code at the heart of our curriculum within our inclusive learning and teaching environment ensuring every individual learner will flourish.

**Our Values:** Kind Proud Successful

**Our School Code:** "Be respectful. Be safe. Be proud. Be your best."





## Part 2 – Aims of the Policy

- The aim of this policy alongside our Vision, Values, Aims is to ensure that our school has a positive atmosphere, where each member of the school community feel valued and in which there is a joint approach and shared responsibility between parents, pupils and staff
- We aim to impact positively on all learners and support all staff to meet this need
- Understand that positive relationships are core to the wellbeing and learning of every child
- Know and understand each individual, ensure 'Every Child Matters' and embed GIRFEC/WELLBEING needs into all aspects of school life
- Explain and follow the principles of nurture and recognise "All behaviour is communication", while developing self-regulation skills in our pupils
- Help children to become independent learners and thinkers and be responsible for the consequences of their own actions (often choosing the appropriate consequence) and avoiding the need to enforce punishments
- Develop a respectful, forgiving, nurturing environment where children have high esteem and respect each other
- To build resilience in children and embed the use of Restorative Practices in all aspects of school life
- To understand and support our children experiencing Attachment, child development, toxic stress, adversity and trauma issues
- To understand and support individuals sensory needs
- Nurture and Support are embedded within our school ethos, thus allowing us to sustain positive relationships

*If children know we will be relentless in our support of their endeavours, forgive them the errors they make along the way, and maintain our determination that they will live up to their potential and our expectations, then the relationships will follow.*

Kristen Souers, Fostering Resilient Learners, 2016



### **Part 3 –Key Concepts underpinning Policy**

This policy is underpinned by National and Local Policy drivers such as;

Wellbeing for All, Inclusion, Equity, Recognising and Realising Children’s Rights and Recognising Positive Relationships as being key to promoting positive behaviour, and, East Ayrshire Council’s Respectful Relationships Framework

### **Part 4 – Whole system approaches**

#### **Responsibility of all Staff**

- To respect each individual and set high standards
- To treat each member of the school community equally regardless of race, creed, gender or sexual orientation
- To recognise and anticipate possible triggers using supportive and nurturing interventions and be aware of de-escalation techniques
- To be reflective and flexible in behavioural responses
- To provide a “safe base”
- To model positive relationships and behaviour in their daily practice
- To encourage and reward good effort and positive attitudes towards learning
- To work as a team to support children’s positive behaviour, welcoming peer support
- Provide explicit tools with a defined consistent framework to challenge unacceptable behaviour to resolve conflict and repair harm
- To engage in the Restorative Practice framework to improve behaviour and attitudes (see below)



- To foster an awareness of how others have been affected by inappropriate behaviour and facilitate participants to resolve conflict and repair harm caused in a safe, nurturing environment
- To implement all aspects of the school's relationships policy underpinning the three principles of Fair process (engagement, explanation and expectation of the future). This is similar to Bruce Perry's Process:
  - Regulate (**First:** We must help the child to regulate and calm their fight/flight/freeze responses)
  - Relate (**Second:** We must relate and connect with the child through a sensitive relationship)
  - Reason (**Third:** We can support the child to reflect, learn, remember, articulate and become self-assured)
- Provide a safe base for staff, pupils and parents to share ideas and discuss
- To engage in professional dialogue, CLPL (including staff wellbeing) and work collegially to achieve a shared vision for everyone

During our Consultation with stakeholders, a parent commented:

*I feel Kilmaurs primary is a safe and nurturing environment*

### Responsibility of Pupils

- To agree, follow and accept school's relationship's policy
- To accept responsibilities and consequences for their actions
- To respect the adults with whom they work with and be tolerant and understanding of others
- To be kind, caring and helpful, especially in the playground
- Pupils will have the opportunity to be trained in restorative conversations, Wellbeing Ambassadors, Dinner Hall monitors and many more!



## Responsibility of Parents

- To support and co-operate with the school in our delivery of this policy and foster positive relationships with the school
- To be aware of school's relationships policy and support the school in implementation
- To speak to SLT or class teacher about any concerns that may have an impact on child's behaviour
- Any concerns with regards to behaviour of your child or another child please do not speak to the teacher in front of your child or other children. **Do not approach other children in any way.**
- To ensure your contact details are up to date
- Act as a good role model for your child

## Restorative Approaches to Behaviour

Restorative practice should be part of everyday interactions with children and adults in line with the positive ethos and values promoted throughout the school. It promotes accountability and seeks to repair any harm caused.

It is important to understand that a restorative approach is not about a set of questions but about a way of being and a culture of shared values below.

- **Congruence:** between values and actions; between the use of the approach with all stakeholders; walking the talk; compatibility between other initiatives
- **Positive regard:** unconditional positive regards; separation of person from behaviour; behaviour may be unacceptable but the person always deserve respect and dignity
- **Optimistic:** looks for the positive; looks for a way to repair harm and 'move on' from the 'pain'
- **Accountability:** a commitment to supporting people to accept responsibility for their actions/wrongdoing by engaging them to repair the harm caused



- **Harm rather than rules:** focused on the harm caused in a situation rather than infringement of rules; focused on the consequences of the situation/behaviour rather than 'balancing the books' of wrongdoing by inflicting a punishment
- **Pro-social/relational:** always seeks to build and maintain good, positive relationships of (mutual) respect
- **Reparation:** about repairing the harm that has been caused by the wrongdoing/behaviour
- Nurture principles are instilled, which reflect restorative values

These are examples of Restorative language that can be used, but should not be used as a script.

- What happened?
- What were you thinking about at the time?
- Who has been affected by what you have done?
- What do you need to do to make things right?

When someone has been harmed...

- What did you think when you realised 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?

### Affective statements

I feel really proud of you when I heard .....

I feel really pleased and encouraged that you made the right choice.

I respected your honesty and thank you.

I want to thank you for your cooperation.

I was very disappointed when you did that to .....

I feel that (describe action) was disrespectful.

### Questions

What happened? – followed by:

What were you thinking about when you did that?

How did your actions affect.....?

How do you think ..... felt about what you did?

How do you feel about what you did?





All children have individual needs and sometimes more targeted bespoke, relational and behavioural support may be required. We would welcome working in partnership with parents and possibly Educational Psychologist to devise these plans.

Our school rules reflect our school values and are celebrated through our sticker chart award system at assembly.

'We also celebrate this in our 'Values Walk' within our school'

### School Rules

- **Respect** everyone and everything
- Show **Kindness** and friendship to all
- Always give your best effort and be **Successful**
- Be **Proud** of who you are and what you can achieve

### Bullying

- The school does not tolerate bullying of any kind
- We follow East Ayrshire Council "Respect for All" policy, in partnership with Respect Me, (Scotland Anti Bullying Service) who are committed to providing a safe, supportive environment for all people in its educational establishments.
- Please see the Kilmaurs Primary 'Respect Me – Anti Bullying Policy' for more information

### Rewards for Positive Behaviour

As a school we are very conscious that our focus should be on positive behaviour. Within class, a variety of individual and group incentives are agreed with the children and used to promote positive relationships and behaviour.

As a whole school we use house points system and values sticker reward chart to recognise and promote our school values of kind, proud and successful. Children will receive a bespoke sticker on their chart when they demonstrate these values. A completed reward chart earns a massive 100 house points. There will then be an end of term treat for every person that completes a reward chart.

We are also introducing a 'Values Walk' in the linking corridor within our school. This is an area where we celebrate the actions and activities across our school which demonstrate or celebrate our school values, and respectful relationships



Positive behaviour is also recognised through 'SuperStar Awards' being issued for behaving 'above and beyond' These awards are celebrated at assembly

## Part 5 – Classroom/Playground Approaches

Our whole school positive relationship initiative will be in force in the classroom and the playground. Support staff can award values stickers as this is a whole school initiative. Stickers in the playground can be awarded to highlight good behaviour such as; good manners, being polite, being a good friend, thinking of others.

If unsatisfactory behaviour occurs;

*Natural consequences* are those that would occur as a natural response to behaviour for example: child tapping pencil on desk, remove pencil

*Logical consequences* are decided by adults and are characterised by being;

Related – if you knock something over you tidy it up

Respectful – asking the child what they think should happen next

Reasonable – child has to stay in because of unsafe behaviour in the playground

Helpful – When a conflict arises the child is guided to mend the relationship and learn about the impact of their behaviour

## Classroom and Playground Procedures and Responsibilities

If a child is not following our school rules;

- They will receive a warning with a natural or logical consequence (as appropriate)
- If required, a restorative conversation should take place at this point
- They will also be reminded that a sticker chart freeze could be implemented until behaviour improves
- If a sticker chart freeze is necessary, a time frame will be given, then a restorative conversation should take place

NB; Children will be aware of actions that may warrant a freeze before implementation of this policy.



If a child further continues not to follow our school rules;

- SMT will be notified
- SMT will have a restorative conversation with the child
- Parents/carers will be contacted and the parent slip will be sent home which should be signed and returned the following day

### **Immediate Parent Slip**

This will be issued if the child is physically or verbally aggressive or violent. Some examples; swearing, bullying, damage to school property, stealing, racism, sexism.

### **NOTE**

Children also always have the opportunity to rectify their behaviour which would then lift the sticker chart freeze.

As a Promoting Positive Behaviour School, each class has our school values on display and children will be recognised for demonstrating our values. Classes will also have discussed and agreed a Class Charter which respects the rights of all.

## **Part 6 – Staff Wellbeing**

Within our school setting SMT have an open door policy and positive relationships with all staff. Staff wellbeing is monitored on an ad hoc basis and termly within our attainment meetings. SMT aim to protect and foster staff wellbeing and allow for peer support and professional/personal dialogue when required. Staff are all aware of the supports available through East Ayrshire's Staff Wellbeing Portal, and where to go for wellbeing support.

## **Part 7 – Implementation and Quality Assurance**

This updated policy will now be shared with all parents/carers/children in our Kilmaurs community. All staff will be expected to read, sign and date policy. Termly data will be looked at and trends identified alongside pupil voice and staff attainment meetings.

We will make use of the data gathered using the GMWP, HWB tool, which identifies areas of strengths and development in the health and wellbeing of our young people.

Together building non directive, empathetic, warm relationships, we aim to achieve long term positive sustainable changes and increased resilience within our young people.



Proposed November 2022

Ratified - tbc

Reviewed and updated – Nov 2023



*Here at Kilmaurs Primary we strive to encourage our children to*

**“Be respectful. Be safe. Be proud. Be your best.”**

