



Newmilns Primary School



Positive Relationships Policy

August 2024

INTRODUCTION

At Newmilns Primary School we wish to create a happy, safe and fair environment where behaviour for learning allows all pupils to fulfil their potential.

We believe that this will be best achieved where staff, families and pupils work together with a common purpose.

AIMS

By adhering to this policy Newmilns Primary School will:

- Value our agreed Vision and Values (see appendix i)
- Teach children about their rights and how their actions can affect the rights of others, underpinned by the United Nations Convention on the Rights of the Child and Wellbeing Indicators: **Safe, Healthy, Achieving, Nurtured, Active, Responsible, Respected and Included.**
- Encourage children to demonstrate Positive Relationships through our values.
- Recognise and celebrate children's efforts, achievements and successes.
- Expect positive relationships to be modelled by all adults within the school community and that they treat others equally with respect.
- Value parental partnerships, support and understanding in finding fair solutions.
- Encourage early involvement of parents supporting the Rights of the Child and Positive Relationships.
- Ensure a consistent, fair and sensitive approach towards relationships, acknowledging that children are individuals, have varying needs and therefore, may benefit from differentiated interventions/support. We aim to ensure equity rather than equality based on presenting needs.
- Establish a shared understanding of degrees of inappropriate behaviour/language and clear guidelines for dealing with and managing these, detailed within our staged response model.
- Demonstrate that consequences are natural, fair, just and respect a child's dignity.
- Follow East Ayrshire Council Relationships Framework for defining, preventing, communicating, responding and reporting bullying behaviours.

OUR EXPECTATIONS AT NEWMILNS PRIMARY SCHOOL

Staff Expectations

- To help create a welcoming, supportive and safe environment.
- To respect the rights of others.
- To model rights respecting language and behaviours.
- To do what is best for each child; recognising the sometimes vast differences in children's social and emotional needs within our inclusive school and working in partnership to meet these needs.
- To recognise and value the skills and abilities of all young people.
- To highlight positive outcomes and respond to negative behaviour clearly and consistently, in line with Newmilns Primary School Positive Relationships Policy

Pupil Expectations

- Try their best and promote positive relationships by displaying our school rules and values, adhering to class and school charters.
- Respect the rights of others equally, celebrating differences within our community.
- Understand that there are consequences to inappropriate/unacceptable behaviour.
- Understand that staff look out for all children and aim to do what is best and fair for them - pupils should accept support/guidance where needed and begin to understand that what one child needs at a particular time might be different to what they or another needs.
- Play an active, positive role in our school community.

WHAT CAN PARENTS/CARERS DO TO HELP?

- Support the school Positive Relationships Policy.
- Discuss expectations for displaying positive relationships with their child/children.
- Celebrate their child's efforts, achievements and successes.
- Inform the school of achievements out with school.
- Work in partnership with the school if they have any concerns about their child or if the school have concerns.
- Encourage their child to discuss any problems/worries and accept support.

PROMOTING POSITIVE RELATIONSHIP AT NEWMILNS PRIMARY SCHOOL

At Newmilns Primary School, we aim to create positive learning environments by promoting positive relationships and believe that this is essential to enabling high quality teaching and learning and to the delivery of *Curriculum for Excellence*. Building and maintaining good teacher-pupil relationships is key. *Curriculum for Excellence* states that the curriculum 'cannot be delivered without good relationships and positive behaviour' and John Hattie's Visible Learning analysis reveals that **teacher - pupil relationships has a considerable impact on children's learning**.

EXAMPLES OF HOW WE PROMOTE POSITIVE RELATIONSHIPS, RESPONSIBLE ACTIONS, EFFORT AND PERSONAL ACHIEVEMENT

- Praise and High quality dialogue/feedback for effort and high quality work
- Newmilns WINGS (What I Need to Grow in School) Groups
- Class Rewards
- Certificates at Together Time following achievement of stars (40 Bronze, 80 Silver and so on) Stars can be earned for effort, manners and demonstration of our school rules and values.
- Certificates at Monthly "Our Values" Together Time for children going over and above in the demonstration of our school values
- Purple Pen Stickers
- House Points
- Sharing and celebrating outside of school achievements in class
- Restorative discussions
- Developing understanding of feelings through Building Resilience and Emotion Works
- Developing children's resilience - supporting the following outcomes
 - Positive relationships
 - Improvements in health and wellbeing
 - A positive, supportive school culture
 - Improvements in learning outcomes

RIGHTS RESPECTING SCHOOLS

All members of staff will reinforce and celebrate positive relationships at Newmilns Primary School by modelling rights respecting actions and language. All classes within Newmilns Primary School will also develop Class Charters identifying focused rights/needs and detailing what adults and children should do to uphold the rights of the child, ourselves and each other. These charters will reflect our School Charter and ambition to be a 5 Star school.

MANAGING INAPPROPRIATE BEHAVIOUR

The table on the following page details a staged approach to the management of inappropriate behaviours, this is in line with authority procedures and expectations. The table clearly states what Newmilns Primary School considers unacceptable behaviour to be and outlines possible support measures/consequences for such actions/language.

It is important to understand that we are an Inclusive School and therefore some of our pupils have additional support needs where their behaviour is impacted by particular difficulties/challenges. Whilst this is not an excuse it is important to recognise.

For the majority of our pupils, consequences can be avoided through adult guidance, early intervention and good role modelling. If concerns about behaviour persist, Parents/Carers will be contacted, with the school working with them to plan support for their child's development.

Our Positive Relationship Blue Print (Appendix ii) will continue to be used as a one stop guide and overview for teachers and other staff working with children to support and develop positive relationships and to support restorative work following any situations arising which do not meet our expectations.

RESTORATIVE PRACTICE

Restorative discussions/approaches support pupils by helping them talk about their thoughts and feelings, take responsibility for their actions and develop skills in order to rebuild/repair relationships. These discussions often involve children affected by negative behaviours also with staff supportively guiding dialogue and mediating. (See Blue Print in Appendix ii for questions used)

Following the restorative discussion, we may allow children to work together in a supported environment to help mend their relationship.

STAGED APPROACH

Behaviours	Possible Response/Consequence
<p>Stage 1: <i>Behaviour that can be dealt with in class</i></p> <ul style="list-style-type: none"> • Low level, disruptive behaviours, which is <i>beginning</i> to impact on the rights of others. • Name calling • Use of inappropriate language • Off task • Continuous chatting in class • Time wasting • Not listening • Shouting out • Poor manners • Rough Play 	<ul style="list-style-type: none"> ➤ Verbal/Non Verbal Action - a look, a pause, a name ➤ Asked to apologise. ➤ Move to another place to reset ➤ Restorative discussion ➤ Circle time discussion (where appropriate) ➤ Support from the class teacher or other adult working within the classroom to make positive change to behaviour
<p>Stage 2: <i>Behaviour that is less easily managed within class or persistent stage 1 behaviour. Inform DHT and parents.</i></p> <ul style="list-style-type: none"> • Repeated unacceptable behaviours/language (including consistent low level behaviours) after restorative approaches have been put in place but not had desired effect • Disruptive behaviour which is having a <i>notable</i> impact on the rights of others • Use of inappropriate language (including swearing) • Spitting • Disrespect to staff, peers or property • Intentional physical contact e.g. pushing, kicking, hurting • Leaving the classroom without prior permission • Bullying behaviours 	<ul style="list-style-type: none"> ➤ Restorative discussion ➤ Contacting parents/carers ➤ DHT involvement/Check in ➤ Re-set / Reflection Time with DHT ➤ School-based meeting led by DHT with parents/carers agree next steps ➤ Recorded on Pastoral Notes ➤ East Ayrshire Council Bullying Guidance ➤ Recorded on Bullying and Equalities Portal where appropriate
<p>Stage 3: <i>Behaviour which, results in formal involvement of SLT team and parents with possible outside agencies or persistent level 1 and 2 behaviour.</i></p> <ul style="list-style-type: none"> • Ongoing unacceptable behaviours/language after Stage 2 approaches have been put in place but not had the desired effect • Disruptive/disrespectful behaviour which is having a significant impact on the rights of others (children/adults) • Vandalism • Persistent, targeted name calling • Discriminatory behaviours, language or actions • Severe, intentional physical contact • Theft/stealing • A sudden, unexpected, serious incident • Bullying behaviours 	<ul style="list-style-type: none"> ➤ Restorative discussion ➤ Team Around the Family Meeting to agree next steps ➤ Development or updating of My Plan. ➤ Targeted support ➤ East Ayrshire Council Bullying Guidance ➤ Recorded on Pastoral Notes ➤ Recorded on Bullying and Equalities Portal where appropriate

BULLYING

'Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. This is what we term as their sense of 'agency'. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face-to-face and online.' (respectme, 2015)

Perceived incidents of bullying may be raised by concerned individuals such as the individual who believes they are being bullied, or other person that is concerned this is happening.

The main focus for staff in schools should be on supporting changes in behaviour among children in school and promoting health and wellbeing. However bullying behaviour and its potential impact on children must and will be addressed as it arises. Appropriate support will be put in place for all children involved in a bullying incident.

People who experience bullying behaviour feel vulnerable and/or socially isolated. Newmilns Primary School promotes consistency of **response** to instances of bullying behaviour using the following 6 step approach:

1. Record the incident
2. Speak to the individuals involved having frank and honest dialogue
3. Speak to parents
4. Utilise restorative approaches
5. Monitor the situation
6. Review and increase response accordingly.

Newmilns Primary School follows East Ayrshire Council guidance for preventing, communicating, responding to and reporting bullying behaviours.

POLICY REVIEW

Evaluation of this policy will focus on the impact of its defining principles.

Impact will be measured through:

- Data
- Pupil discussions, feedback and experiences
- Gathering the opinions of staff members, parents and carers

This policy will be reviewed towards the end of the 2024/2025 session.

Appendix I

VISION AND VALUES

It is our vision that all children attending Newmilns Primary and Early Childhood Centre *will flourish in all aspects of their life*. Our School Moto is to *"believe and achieve, raise the bar and be the best we can be."*

We are committed to developing a culture and ethos in which all our pupils fulfil their potential by nurturing confident individuals and developing responsible citizens who are provided with opportunities to contribute effectively as successful, lifelong learners.

Our core values are **Cooperation, Determination, Hope and Ambition, Friendship, Honesty, Respect.**

These values and our rules of **Ready Respectful and Safe** are bound together with a golden thread of kindness.



Appendix ii

Positive Relationships: Blue Print (see following page)

At Newmilns Primary and ECC high expectations underpin everything we do in order for us to Believe and Achieve, Raise the Bar and Be the Best We Can Be!



A2



A12



A19



A28



A29

Our Rules

- Ready
- Respectful
- Safe

Visible Consistencies

- Calm, kind, relentless
- Take up time
- Don't walk on by, address all behaviour
- Trust each other's best intentions

Over and Above Behaviours

- Values
- Effort
- Initiative

Our Values

Cooperation, Determination, Friendship, Honesty, Hope and Ambition, Respect

Relentless Routines

1. Eyes on Me
2. Fantastic Walking
3. End and send
4. Quiet Hands Up

Classroom Plan

- Reminder of 3 rules
- Caution (outlining behaviour and consequence)
- Last Chance (30 second intervention)
- Cool Off/Reset (time in another classroom/thinking spot)
- Support Step (support from SLT)
- Repair (at any step)

Micro scripts

- I notice you are ...
- At Newmilns we are RRS
- You have chosen to ...
- Do you remember when you ...
- That is who I need to see today ...
- Thank you for listening
- Give take up time

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We'll talk later ...

Restorative Questions

- What happened?
- What were you thinking?
- How did this make people feel?
- Who else has been affected?
- What should we do to put things right?
- How can we do things differently in the future?