

**Thornliebank Primary School
& Nursery Class
and Bun-sgoil Ghàidhlig Thornliebank**



Nurturing a thriving community of lifelong learners

Promoting Positive Relationships Policy

We are a Rights Respecting School and have carefully considered articles 28, 31 and 36 of the United Nations Convention on the Rights of the Child (UNCRC) in creating this Promoting Positive Relationships Policy.

Article 28 "Discipline in schools must respect the children's dignity"

Article 31 "Every child has the right to relax, play and take part in a wide range of cultural and artistic activities"

Article 36 "Governments must protect children from all other forms of bad treatment"

Introduction

At Thornliebank, we believe that strong, effective relationships are essential for maintaining a positive ethos and creating the right environment for effective learning and teaching. We also believe that pupils and staff have the right to learn and teach in a safe and respectful environment.

The rationale of our policy is that positive behaviour should be recognised and rewarded and that negative behaviours should be discouraged and changed for the better through the fair and consistent approaches detailed in this policy.

The policy outlines strategies for building and maintaining positive relationships throughout the school and nursery. The purpose of the policy is to share our expectations of all pupils, to clarify what positive and negative behaviours might look like and to support staff in creating a safe, caring environment in and around the school.

In consultation with pupils, parents, carers, staff and other partners we have identified examples of positive and negative behaviours.

Positive behaviours include:

- participation and effort in extra-curricular and out-of-school activities
- effort and hard work in class
- growth mindset
- positive attitude
- organisation of resources for learning
- demonstrating our core values of Nurture, Kindness, Respect and Effort
- demonstrating our visible consistencies of 'Meet and greet', 'Talking voices' and 'Walking in school'

Negative and inappropriate behaviours include:

- inappropriate language
- intentionally hurting others
- rude gestures
- vandalism
- inappropriate comments to children or staff

Nurturing Principles have a positive impact on wellbeing, attainment and behaviour and we strive to provide a nurturing environment for every pupil. The six Principles of Nurture are:

- Children's behaviour is understood developmentally
- The classroom/playroom offers a safe base
- Nurture is important for the development of wellbeing
- Language is a vital means of communication
- All behaviour is communication
- Transitions are important in children's lives

These, alongside our Vision, Values and Aims, are central to our approach to positive relationships and wellbeing.

Vision, Values and Aims

Vision

Nurturing a thriving community of lifelong learners

Values

NURTURE, KINDNESS, RESPECT AND EFFORT

Aims

At Thornliebank Primary School we aim to create a welcoming and exciting learning environment where we:

- Provide a safe, nurturing environment where children and staff are happy and confident as they aspire to achieve their goals
- Celebrate success, promote a growth mindset and instil every child with confidence
- Promote curiosity, enquiring minds and a commitment to lifelong learning
- Provide a rich, diverse and challenging education through excellent and innovative teaching and learning
- Ensure equal opportunities and equity for all
- Work as partners in learning with children, parents, carers, families and the wider community
- Promote respect and care for the school environment and local community

In fulfilling these aims, we will enable all children to become successful learners, confident individuals, responsible citizens and effective contributors who are empowered to take their place in society, now and in the future.

Strategies and interventions

One of our key approaches in promoting positive relationships is through our **three visible consistencies**. These are the core expectations that we have of every child, which contribute to the positive ethos and culture of respect across the whole establishment. Our visible consistencies are *'Meet and greet'*, *'Talking voices'* and *'Walking in school'*.

Meet and greet

In our school and nursery, children are personally welcomed into the building by an adult every day. This helps to build and maintain positive relationships between children and adults, as well as ensuring that every child feels welcome and valued. In Primary 4 to 7, the teachers welcome every child into class individually, with a handshake or a verbal welcome. When children and adults are moving around the school, they are encouraged to make eye contact with each other and say hello. In this way we all show respect to one another while learning important social skills that will serve us well now and in the future.

Talking voices

When children are inside the school and nursery buildings they are expected to communicate with each other as well as adults in a respectful way. For us, this means using talking voices rather than shouting. This negates the need for adults to use raised voices and contributes to a calm, respectful environment where everyone can be heard and their contributions valued.

Walking in school

We expect every child to move around the school and nursery buildings in a safe and sensible manner. This is partly for safety reasons but also shows that everyone has respect for our buildings and the other people in them.

In addition to our three visible consistencies, we implement a number of strategies and interventions to promote positive relationships across the school and nursery. These include:

- Nurturing approaches
- Restorative approaches
- Behaviour support strategies
- Individual and small group interventions
- Explicit teaching and learning about appropriate behaviour through our Health and Wellbeing curriculum
- Anti-bullying ambassadors
- Leadership opportunities

As with all aspects of learning there is a need to differentiate our approaches and responses to meet the needs of the circumstances as well as the needs of each individual child.

Roles and responsibilities

A partnership approach

We strive to work in partnership with all stakeholders to promote positive relationships, ensuring fairness and consistency. Pupils, parents, carers, school staff and senior leaders all have key roles and responsibilities that will contribute to consistent and appropriate support for every child.

Pupils will

- engage fully in the curriculum in the classroom/playroom and beyond
- show respect for their learning and that of others
- be aware of their rights and responsibilities
- understand what positive and negative behaviours can look like
- take responsibility for their actions
- listen to other children and adults, and be listened to

Parents and carers will

- ensure their child fully understands their rights and responsibilities and the expectations of them in terms of relationships and behaviour
- work in partnership with and support the school and nursery to encourage and support their child in meeting the high expectations detailed in this policy
- communicate with the school and nursery about any issues that may affect their child's learning, relationships or behaviour

School staff will

- model the relationships and interactions that they expect from all children
- maintain an ethos of nurture and support with all pupils
- reinforce our policy on promoting positive relationships
- teach appropriate relationships and interactions through the curriculum and the example they set
- devise classroom/playroom routines that support positive relationships
- investigate incidents in the playground (support staff) or classroom/playroom (teaching staff and CDOs)
- differentiate their responses and be flexible in dealing with different children and needs
- seek advice and support from appropriate colleagues

Senior Leadership Team will

- create and sustain a nurturing ethos for pupils, staff, parents and carers
- establish and maintain high expectations on standards of behaviour for all stakeholders
- ensure every child is given the opportunity to share their views and be listened to
- work with partners to support children and their parents and families to achieve the high standards expected for all pupils

Rewards and recognition

In order to support every child at Thornliebank, we promote and celebrate positive relationships in a variety of different ways. Children are also recognised for demonstrating positive behaviours in the following ways:

- Awards for demonstrating our core values of Nurture, Kindness, Respect and Effort
- Class recognition systems e.g. recognition boards
- Positive Notes Home and positive phone calls to parents and carers
- Recognition at stage and whole school assemblies
- Verbal recognition in the classroom, playground and throughout the school
- House Points and House Rewards
- Displays of work throughout the school
- Sharing achievements on Twitter
- Positive comments on written work

Non-confrontational behaviour management

Promoting positive relationships within the classroom/playroom and wider school community is the responsibility of every adult in our school and nursery. In order to ensure that we maintain a safe and nurturing environment for everyone to learn and thrive, negative and inappropriate behaviours must be acknowledged, challenged and changed. In line with our core values and children's rights, strategies used by adults when challenging negative and inappropriate behaviours must be restorative and respectful.

Strategies include:

- Giving positive directions
- Using praise effectively
- Expecting compliance
- Reminding children of the expectations
- Giving children a choice
- Encouraging children to make good choices
- Using de-escalation strategies
- Facilitating restorative conversations

Examples of restorative questions:

“What happened?”

“What were you thinking at the time?”

“What have you been thinking since?”

“How did this make people feel?”

“Who has been affected?”

“How have they been affected?”

“What should we do to put things right?”

“How can we do things differently in the future?”

Examples of de-escalation strategies:

- respect personal space

- keep your tone and body language neutral

- move to a quiet area

- avoid making demands

- distraction

- remain calm

- offer a movement break or a walk

- deep breathing exercises

Relevant texts and references

“When the Adults Change, Everything Changes” – Paul Dix

“A School Without Sanctions” – Steven Baker & Mick Simpson

“Included, Engaged and Involved Part 2” – Scottish Government

“Developing a positive whole-school ethos and culture – Relationships, Learning and Behaviour” – Scottish Government

Monitoring and review

This policy was reviewed in August 2023.

The policy will be regularly reviewed and adapted to ensure that it reflects the needs of our school community and current guidelines from East Renfrewshire Council and the Scottish Government.

Next review date: August 2025