

Denend Primary School



Positive Relationships
Policy

Policy Statement

Positive relationships are essential in all aspects of society. Effective learning and teaching depends on a foundation of positive relationships between learners and staff and between young people themselves. Curriculum for Excellence has ensured schools are focussed on enabling all children to be successful learners, confident individuals, effective contributors and responsible citizens. These capacities will develop most effectively in schools where positive relationships are nurtured and developed, and which have a strong positive ethos.

Denend Primary and Nursery School is committed to achieving potential through learning, positive relationships and wellbeing. Through this we are ensuring there is a strong focus on ethos and positive relationships built through a culture of respect and trust. Children's wellbeing is at the forefront of everything we do. A child or young person's wellbeing is influenced by everything and everyone around them and the different experiences and needs they have at different times in their lives. It is our aim to support each child to reach their full potential as an individual. We embrace a can-do attitude (growth mindset) in all that we say and do.

What do we mean by Positive Relationships?

Nurturing positive relationships involves adults providing young people with consistent and reliable responses to their needs, where mutual respect is demonstrated. Developing positive relationships must be regarded the same as any other area of the curriculum; it needs to be assessed, planned, taught and differentiated to meet the social and emotional needs of the individual child.

Positive relationships are supported by the principles of resilience, self-regulation, de-escalation and restorative approaches.

Key principles of resilience:

- • Having the opportunity to take risks
- • Using a growth mind-set and learning from mistakes
- • Having self-belief that you can achieve
- • Being able to take and reflect on praise and criticism
- • Recognising stress and having strategies to cope
- • Be able to persevere in times of challenge

Why is resilience so important?

In all aspects of learning, work and life we will face challenges and we need to be able to use coping strategies to support our mental, social and emotional wellbeing.

What does this look like at Denend School?

As a school we encourage all our young people to reflect on their choices. Staff will model and teach positive and effective coping strategies so that children have a toolkit to support them in any challenging or new situations.

Key principles of self-regulation:

To support children to regulate their emotions and respond positively when faced with any challenge

It is dependent on warm, consistent and responsive interactions

It can be modelled and taught

A coaching technique is used which promotes positive self-talk and reflection

Why use self-regulation?

Self-regulation equips learners with essential life skills. It results in improvements in behaviour and attainment, relationships and confidence.

What does this look like at Denend School?

Staff will model and teach self-regulation and emotional literacy. Pupils who are experiencing stress or anxiety resulting in a lack of self-regulation will be supported to develop coping strategies. We use a resource called Emotion Works from Nursery to P7 to support children to understand their emotions and how they make them feel and also things they can do to help themselves to feel better.

Key principles of de-escalation:

Triggers are identified

Early intervention strategies are used to support pupils and prevent or limit escalation

An action plan is created to support pupils in managing their responses

Situations that occur are reviewed when the pupil is able to do so

Why use de-escalation?

De-escalation can minimise and prevent challenging behaviour.

What does this look like at Denend School?

Staff take time to get to know pupils and will try to defuse situations before they escalate, using strategies suitable for the child. This may include access to a calm area within the class or outside for a period of time. Children are then supported to review situations that occur using restorative framework. This allows time for reflection and to create a way forward.

Key principles of Restorative Approaches:

- Individuals taking responsibility for their actions
- Respecting other people's views and feelings
- Empathising with others
- Being fair
- Repair and move forward from situations

Why use Restorative Approaches?

Restorative approaches help ensure that all pupils, staff and parents are part of a fair process, while helping all involved understand the impact of their behaviour on others.

What does this look like at Denend School?

All staff use restorative language for example asking: What happened?
What were you feeling?
Who was affected?

How do you think the other person felt?

How can we make it better?

What will you do differently next time?

Pupils will be supported to restore good relationships and resolve difficulties through restorative conversations.

Expectations of our school community

Nurturing Relationships
Adapted from HNIOS



Whole School Nurturing Approaches

The nurture approach, based on theories of attachment and resilience, involves adults providing children and young people with a consistent and reliable response to their needs (social, emotional and physical) thus developing trusting relationships. Children's capacities to think, understand their feelings and become secure and confident in their learning with others are developed through the relationships that they form with key adults in their lives.

A whole school approach to nurturing is based on the key principle that nurture is taken on as a whole school responsibility for all pupils to have the opportunity to observe and learn from nurturing adult role models at all levels within the school system, where mutual respect is demonstrated by all staff with each other and with pupils. In keeping with staged intervention, by providing 'universal' nurturing within everyday interactions and relationships, the need for 'enhanced' nurturing in small group settings can be targeted for a few pupils.

The intended outcomes from developing whole school nurture are to have pupils who:

- Have internalised a sense of security and confidence and so become more independent, resilient and optimistic.
- Are able to regulate their emotions, think before they act and tolerate stress and frustration.
- Are able to trust adults to be there when needed and know they will treat them well.
- Develop good social skills and empathy so are able to develop positive relationships with their peers.
- Are curious and ready to learn and can tolerate the uncertainty of not knowing.
- Experience strong links between school staff, their parents/carers and other agencies.

Pupils and staff are expected to:

Demonstrate respect and positive regard for everyone in the school community

Act and behave in ways that develop a culture of trust and allow meaningful relationships to develop

Uphold the school vision and values and adhere to school expectations

Support each other so that everyone feels included and safe in school

Build, maintain, reflect, repair and restore positive relationships; with support where needed

Use positive and restorative language

Praise effort and achievement

Be caring and compassionate

Together create a safe and secure learning environment

Staff are expected to:

Plan and embed social, emotional health and wellbeing within high quality learning and teaching which meets the needs of all learners

Share achievable expectations of learning and social skills with children and families

Use de-escalation strategies to minimise and prevent challenging behaviour

Positive School Ethos

Our school community has agreed our vision, values and aims. We aspire to achieving potential through Learning, Positive Relationships and Wellbeing. Children are encouraged to make the right choices in class, school and the playground. Our restorative approach centres round a positive school ethos where pupils are encouraged and supported to be ready to learn, safe at school and show respect to others.

School expectations

- We use kind words and keep our hands and feet to ourselves.
- We aim high to achieve our goals.
- We care about ourselves and others.
- We all have the right to learn.
- We are proud

The school expectations act as a framework for staff and children to achieve this positive school ethos. Strategies to support children to make good choices towards achieving these expectations include:

- Signing the Book of Excellence
- positive rewards
- house points
- visual reminders of school expectations
- quiet reflection or calming areas
- restorative conversations
- 5-point scale

- Kitbag
- Lego therapy
- Red route/green route

Where challenging behaviour occurs there will be appropriate action taken as decided by the member of staff dealing with this.

As a result, this may include:

Restorative discussion – to plan an agreed way forward

Circle of Friends

Update those involved about the situation and the agreed way forward

Parental involvement: telephone call or meeting

Apply appropriate consequences or sanctions e.g. losing part of break time, restricted area in the playground, supervision in the playground, change of place to line up, parent support when travelling to and from school, daily check-in with a member of the School Leadership team, daily/weekly check-in with parents etc.

Behavioural chart focused on limited targets (short term)

Referral for further support if required e.g. counselling, Educational Psychologist

Drawing up a Proactive Management plan

Challenging behaviour continues after implementing some of the strategies then there may need either a:

- A temporary exclusion, from the class setting will be established. This would last between 1- 4 days, and pupils would be monitored by a member of the Senior Leadership Team

Or

- A temporary exclusion from school (1-4 days) will be imposed to allow school staff to liaise with outside agencies to establish a plan, to limit the risk of the adverse behaviours continuing on the child's return. The plan would be agreed with parents and pupils before readmission to the school. This may include revising the proactive management plan which identifies and limits risk to pupils and staff .

How Parents and Carers can help

Parents and carers can support our positive relationships policy by:

- Supporting our school values (Learning, Wellbeing, Relationships, Pride), policy and procedures.
- Model for and encourage your child to build positive relationships built on respect, trust and understanding.

- Reiterate at home the importance of appropriate choices of behaviour.
- When discussing incidents at home support your child to identify different ways to cope with challenging situations; this will develop their resilience.
- Encourage their child to be respectful and aspire to be a positive member of our community.
- Contact the school with any concerns.

We know that at times some children need some extra help to deal with challenges both in relationships and changes in their lives. We also know that we can only be successful in tackling these difficulties and achieving positive outcomes if we work effectively with parents and carers. We also work alongside other agencies or services which might be supporting your child, and ensure that any support plan is well thought out and coordinated.

This policy aims to ensure that positive relationships are embedded and therefore the likelihood of challenging or bullying behaviours (see Anti-Bullying policy) are reduced. It is consistent with national and Fife Council guidance.