



Nurturing Positive Relationships at Kelty Primary School

“People will forget what you said, people will forget what you did, but people will never forget how you made them feel.”

Maya Angelou

Policy Statement

At Kelty Primary School we work hard to create an environment where our values of Achieving, Diversity, Healthy and Ambitious are evident in all we do; ensuring our pupils have opportunities to become successful learners, confident individuals, responsible citizens and effective contributors to society in line with the Curriculum



for Excellence. Nurturing and developing positive relationships allow the capacities to develop effectively and this in turn allows us to focus on getting it right for every child.

Everyone in Kelty Primary School is committed to ensuring that we:

- Treat everyone with kindness, courtesy and compassion
- Are aware of the impact our actions have on others
- Take responsibility for our own words and actions
- Show care and respect for all in our school community.

We believe our school vision: Kelty Primary School at the heart and soul of a respectful community, who learn, grow and develop together, encapsulates this and demonstrates that we are all working towards a shared goal. This is also supported by the GIFREC values and principles that everyone has a shared holistic understanding of the young children in our care, the needs they have and the will for them to reach their full potential.

‘without trust a child cannot accept comfort, experience joy, or experience curiosity’
(Baylin & Hughes 2017)

Positive Relationships

Staff who can provide learners with a consistent and reliable response to their needs will help them to develop and maintain trusting relationships. In turn, the child or learner is more likely to develop confidence and a sense of security and independence. In this context ‘nurture’ is taken on as a whole school/organisational responsibility where all learners have frequent opportunities to observe and learn from nurturing adult role models via everyday interactions, communication and relationships.

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

Our curriculum delivery allows our learners to develop resilience through:

- Having the opportunity to take risks
- Having opportunities to understand that we learn from mistakes
- Raising self-esteem to allow learners to believe that they can achieve without comparison with peers
- Being able to take and reflect on praise and constructive criticism
- Recognising stress and using guided coping strategies



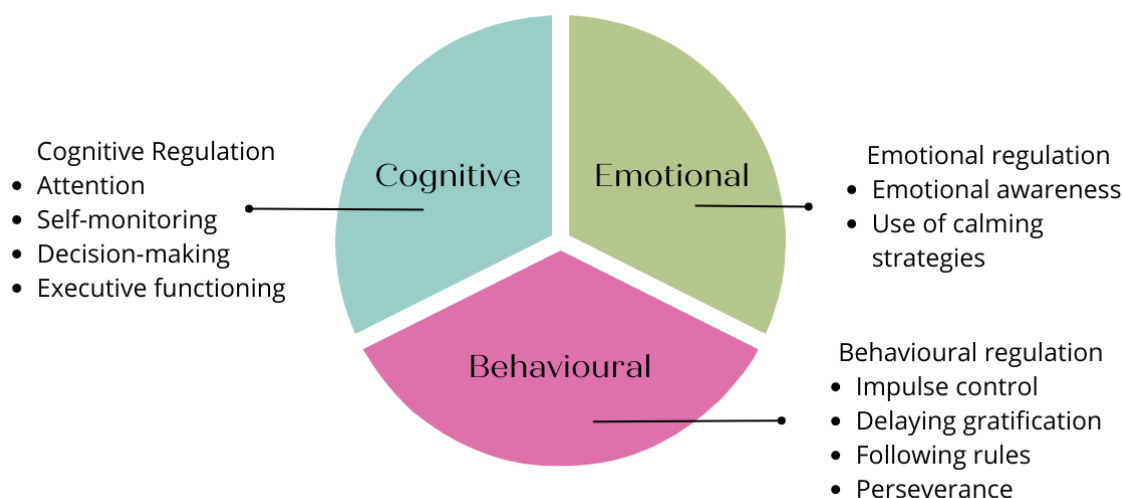
- Be able to persevere in times of challenge

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.

In Kelty Primary School all classes have robust nurture supports, areas of calm and emotional check-in to allow children to express feelings and receive support on a daily basis. Staff model and coach children through the above strategies to build up their own personal 'toolkit' of coping mechanisms.

Aspects of Self- Regulation



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

Key principles of self-regulation in Kelty Primary School are:

- To support children to regulate their emotions and respond positively when faced with any challenge
- Dependent on warm, consistent and responsive interactions with all staff
- Responses to actions to be modelled and taught in a consistent manner
- A coaching technique is used which promotes positive self-talk and reflection
- Provide children with a 'toolkit' of strategies that they can use if/when they face challenge
- Shared expectations for behaviour that ensure safe, calm learning environments



- Focusses upon self-regulation and resilience, promoting independence as a learner

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. In Kelty, we have a variety of supports available to children in nurture: Emotional check-ins' family wellbeing bags, Kitbag, Nurture Handbook, Fix it Folders. Emotional reflection scripts, Family Supports: Sleep/bereavement guides, home calm corner.

Key principles of de-escalation in Kelty Primary School:

- De-escalation can minimise and prevent challenging behaviour.
- Effective interpersonal relationships allow us to safeguard our children and prevent mental ill health.
- Triggers are identified and adjustments are made
- Early intervention strategies are used to support pupils and prevent or limit escalation
- An action plan is created to support pupils/staff in managing their responses
- Situations that occur are reviewed when the pupil is able to do so
- The team around the child regularly meets to review and update the plan
- Children can use a range of reflection tools to reflect on the events that led to the escalation in behaviour.

Restorative Approaches:

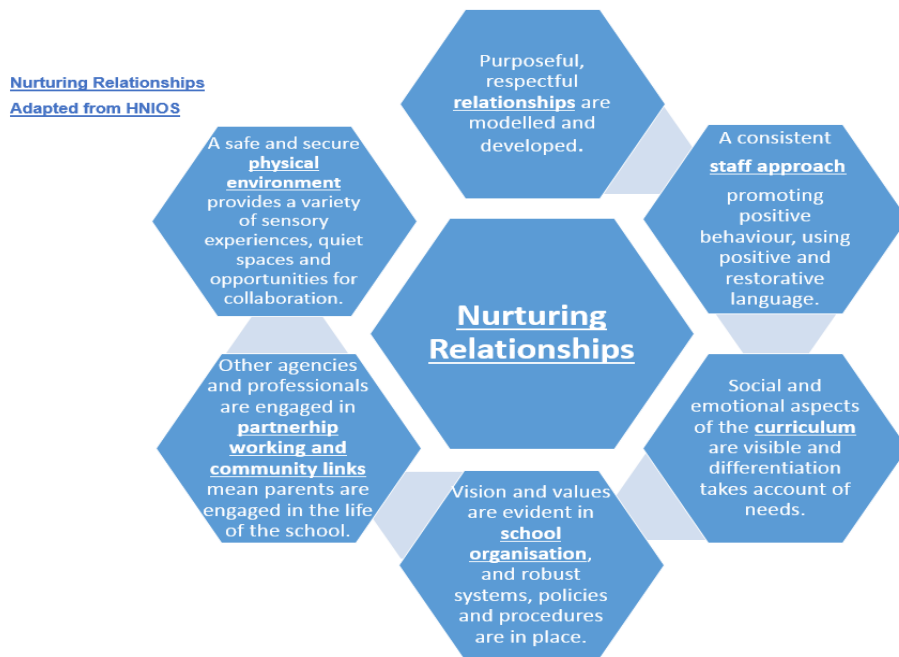
These approaches aim to improve relationships & behaviour in schools by moving away from a blame and retribution model of dealing with unacceptable behaviour towards one which is based on social responsibility and self-awareness. Based on a non-judgemental approach, key questions are asked to engage the individual who has caused harm in taking responsibility for their actions and repairing the relationship with those who have been affected.

Key principles of Restorative Approaches in Kelty PS

- Individuals taking responsibility for their actions
- Respecting other people's views and feelings
- Empathising with others and reflecting on situations
- Repair and move forward from situations, using a variety of reflection tools
- Scripted language to ensure consistency throughout the school
- Prompt questions to support adults when coaching children through restorative conversations.



Expectations of our school community



Staff will:

- Model our school values to everyone in our school and community.
- Work together to create a positive, safe and secure learning environment with high expectations for all
- Provide a safe, secure and well-organised learning environment which allows children to reach their full potential
- Actively work to develop secure relationships with children and their family members
- Be sensitive to any barriers to learning children may have and ensure that tasks are appropriately differentiated for all learners.
- Be aware of the impact that Adverse Childhood Experiences and Trauma have on children and families and be accommodating of this
- Be pro-active when developing targeted plans for individual children, involving our colleagues from other professions when necessary.
- Use restorative approaches when needed and reflect on conflict with children.
- Use de-escalation scripts and use shared language across the school
- Model and teach positive, expected behaviours
- Celebrate the success and achievement of all learners
- Work in partnership with parents/carers and outside agencies to ensure we get it right for every child

School Leadership Team will:

- Develop, a safe, secure environment for all to work in, where everyone feels valued and supported.



- Support all staff to develop and implement their skills in resilience building, de-escalation, self-regulation and restorative approaches
- Follow and implement all Fife Council policy effectively
- Facilitate and manage the team around a child to ensure best outcomes for the child and family
- Debrief, review and re-plan with staff following any incidences of escalated behaviour

Pupils will:

- Demonstrate our school values at all times
- Continue to implement class, **playground and dinner hall charters**
- Work together with staff to develop and repair relationships
- Make the right choices when things are difficult
- Use their 'pupil voice' to help make decisions about their school
- Learn and develop strategies that will help them cope and be a responsible citizen
- Be safe and keep everyone around them safe

Families will:

- Support our school values (achieving, diversity, ambitious and healthy)
- Ensure children attend school and arrive punctually, valuing school routines and consistency for their children
- Support the schools' policies and systems to promote high standards of behaviour
- Work with school staff when things go wrong to reflect on behaviours and support plans moving forward
- Contact the school with any concerns

Strategies promoted at Kelty Primary School



Self-regulation	Restorative Approaches
5,4,3,2,1 senses guide 5 point scale Kitbag Lego Therapy Focussed target chart (short-term use) THINK – before you speak Choice-no choice, big deal – little deal and are you ready scripts Calm corner in each classroom Emotional check-in in each classroom Nurture rooms/safe spaces I wish my teacher knew/worry jar Zones of regulation - 'Fizzy Scales'	Key Questions- Tell me what has happened? How do you feel? What could have been done differently? Who has been affected? How do they feel? How do we move forward/repair things? Reflection conversation templates.
De-escalation Strategies	
Red, Amber, Green SLT required cards SLT allowing staff to have restorative conversation with children Time out cards/ I need to talk to... Mindfulness strategies Reflection tasks and follow Pro-active management plans	
Regular class focus- teaching and modelling – use daily incidents, scenarios or stories (as and when they arise) Journey of Events (reflection tool which identifies triggers and leads to restorative conversations and impacts on self-regulation)	



Emotion Works

Growth mindset resources – learning pit, zones of learning, staircase of success etc...



