



Leslie Primary School and Nursery

Positive Relationships Policy



At Leslie, we believe in Getting it Right for Every Child (GIRFEC) and adhere to GIRFEC using wellbeing indicators. (*see Safeguarding policy and procedures*). We recognise the importance of a nurturing environment and positive approach in supporting children make informed choices in life. The UNCRC Rights of the Child are the foundation from which we deliver education. The purpose of this Policy is to make a clear statement about how our values and principles improve the wellbeing of everybody at Leslie.

Why have a Positive Behaviour Programme in Leslie?

When a large group of children and adults work together it is realistic to think that there may be difficulties with relationships from time to time. All pupils at Leslie have a right to come to school and enjoy learning, but, for those who have difficulty managing their emotions or regulating appropriately in lessons or play, this policy, reinforces positive behaviour and provides staff, parents and pupils a toolkit for responding to dysregulated behaviour.

Rationale

Staff, pupils and parents have a very important role to play in promoting a positive ethos in all areas of school life. At Leslie, we have an ethos where positive relationships exist between adults and children, children and other children and adults and other adults. We believe showing respect for individuals and valuing self and others are high priorities. Consistency must be shown throughout the school to promote positive patterns of behaviour.

We realise the importance of providing a high-quality learning environment and school grounds. Pupils work and behave more positively in engaging environments that generate purposeful atmospheres. Our Vision, Values and Aims guide us.

School Vision, Values and Aims

Our School Values are Live, Love and Learn at Leslie

Our School Vision is Building the Bridge to Excellence.

Our School Aims

At Leslie we are *Confident Individuals* because we...

- celebrate our uniqueness and value what have in common
- praise our own achievements and those of our friends

At Leslie we are *Effective Contributors* because we...

- are proud of our school and community and the ways we work together
- have opportunities to be leaders in our school and make improvements

At Leslie we are *Responsible Citizens* because we...

- ensure our voices are heard and our rights are respected
- understand the need to protect our local and wider environment

At Leslie we are *Successful Learners* because we...

- create opportunities to be physically active and learn outdoors
- develop skills that will help us in all areas of our lives
- Learn in a safe, nurturing, environment where we all feel included and loved



Policy Aims

The specific aims of this policy are to:

- promote positive relationships within the school
- systemise appropriate strategies that facilitate this
- outline responsibilities of staff within the school
- identify the role of all stakeholders in promoting and supporting the policy

We believe it is important to:

- demonstrate caring attitudes towards each other and our environment
- recognise that everyone has a part to play and that each individual is of value
- develop each person's self-esteem through support, encouragement and celebration of good effort
- listen to the views and opinions of each other ~ respect and value them
- respond in a polite, thoughtful way to one another
- Remember *"It is the behaviour that is disliked and not the pupil"*

PROMOTING POSITIVE BEHAVIOUR

We support positive environment in a number of ways

- providing clear guidance on acceptable behaviour through class charters and the school Vision, Values & Aims
- acknowledging good behaviour and setting an example for others.
- giving positive feedback to pupils.
- issuing reward stickers/stamps/certificates for work well done and for kind actions.
- offering public praise at assembly or in class for examples of good behaviour or work. **(Appendix 1)**
- presentation of reward certificates and positive postcards which go home allowing parents to share in the achievement. **(Appendix 2)**
- our house points system to reward individuals as part of a team. **(Appendix 3)**
- wider achievements displayed in prominent areas within the school (Corridor of achievement).
- Adults give positive praise/support. "Do" has more effect than "don't". *E.g. if a child is running it is better to say, "Remember to walk" Rather than, "Don't run!"*

Understating our Emotions and Behaviours

Sometimes it can be hard for us to talk about our feelings and for children, they can sometimes find it difficult to regulate their emotions, especially when they may not know why they feel a certain way. We work with all children to understand what different emotions look sound and feel like so that as they grow up, they can understand their emotions and communicate their feelings confidently.

Universal

As a school, we use the *5 Ways of Wellbeing* strategy to deliver our Health and Wellbeing Curriculum. Part of this includes how to recognise, respond and understand when behaviour is heightened.

In every class, pupils have access to a regulation station which has a number of resources to support children who recognise they are become dysregulated. As well as physical resources, these areas also have strategies to support breathing and mindfulness. Children are taught how to access these resources on a need's basis.



Additional

In collaboration with staff, parents and learning support, some children are identified who would benefit from short term, targeted support programmes. This could be in response to needs communicated by the child in school and/or at home. Groups include Kit Bag, Lego Therapy, Nurture Groups etc.

Targeted

Some pupils have specific needs and details will be shared with individual staff members through either Pro-Active Management Protocols (PMP) and/or Summaries of Support. Strategies to support individual pupils are held within these working documents, updated as needed by staff, and updated regularly.

Supports for these needs may include The use of self-regulation, scripted conversations to ensure communication is clear, consistent and understood (**Appendix 4**),

a 5-point scale, check in sessions with a PSA, outreach or in-reach with pupil support service.

RESTORATIVE APPROACHES

“Many people may believe that children and young people who bully others must be punished for their behaviour. This type of response can be ineffective, dangerous, breed resentment and make situations worse as a child or young person can be resentful of punishment rather than reflective of their actions. Children and young people require the opportunity to hear about and face up to the harm and distress they have caused others. Restorative approaches are built on values which separate the person from the behaviour. They promote accountability and seek to repair any harm caused in a situation. Research shows that restorative approaches help schools create peaceful learning environments for children to become successful learners, confident individuals, responsible citizens and effective contributors. All schools have a responsibility to protect those being bullied but also to educate all pupils including those who bully or those with behavioural problems.”

Education Scotland

What are restorative approaches? (Appendix 5)

At Leslie we use restorative approaches as part of a planned response to relationship and/or discipline difficulties. This is a more effective response than traditional punishments. Restorative approaches support a positive ethos in school and lead to more positive relationships between pupils and between pupils and staff. A restorative approach may include having a ‘restorative conversation’. These conversations may happen during the school day and staff use restorative language and questions to allow children to understand the impact of their behaviours. More serious incidents may require staff to hold a formal meeting and involve parents or families where appropriate.



Examples of questions used include:

- *What happened?*
- *What were your thoughts at the time?*
- *What have been your thoughts since?*
- *Who has been affected by what happened?*
- *How have they been affected?*
- *What do you need to happen now?*

If needed, training is available to support restorative approaches. This includes developing listening skills, empathy, use of language including body language and understanding situations from another person's point of view. Through the help of staff who facilitate the process in a carefully scripted approach, pupils accept responsibility for their actions, recognise the harm and upset caused and are supported to find restorative responses to harmful actions.. As part of the approach, we will decide on an appropriate timescale to review incidents, check that issues have been resolved and that children and young people are happy and progressing well.

PEER MEDIATION

What is peer mediation?

Many incidents in schools are low level and do not necessarily require the intervention of an adult. Peer mediation is a process where children and young people are offered the opportunity to act as peer mediators. The peer mediator takes responsibility for supporting younger children in the school to find a solution to their issue. Children or young people who volunteer to become a peer mediator will receive appropriate training and support. They will learn invaluable skills and contribute to more positive relationships between pupils.

RESPONSIBILITIES OF STAFF

All staff

- To implement the programme of Positive Behaviour Management.
- To share any concerns with the appropriate member of staff.
- To ensure that restorative approaches have been used to resolve any issues or incidents.
- To keep the management informed as to any ongoing problems so that parents can be informed at an early stage
- Before sending children to a member of management, staff should ensure that, the incident procedure has been followed as per Safeguarding policy and procedure and the need to speak with management is due to the serious nature of the incident.
- Staff should send a brief outline, verbal or written to the headteacher, Depute Headteacher or Principal Teacher so they have accurate information when dealing with incidents.
- In an emergency situation staff should use radios to call for support.



- Other concerns may be passed to management via e-mail, note or word of mouth out with class time.

CLASS TEACHERS

Classroom Management

- Staff must ensure our Vision, Values and Aims are lived and understood through everyday learning and teaching and as part of the life and ethos of the school
- Each class will co-create a Class Charter in line with United Nations Convention of Rights of the Child (UNCRC)
- The Class Charter must be part of the life of the classroom and set the expectations of adults and pupils alike, displayed in a prominent place and referred to regularly.
- The class should be well-organised with appropriate activities (provided at appropriate levels) to minimise opportunities for disruption
- Class routines are used to promote independence and govern both behaviour and learning. Clear direction is central to communication. It is therefore important that all children are familiar with their classroom and class routines.

Senior Leadership Team

The Leadership Team and pupil support staff will be responsible for:

- Monitoring playground incidents. Most playground incidents will have been dealt with before the children go to class by pupil support staff and teachers should also be made aware to monitor any ongoing behaviours
- Delegation of contacting parents and external agencies if appropriate or not required by themselves
- Ensuring that school policy and procedure is regularly monitored
- Recording incidents in SEEMIS WBA).
- Ongoing communication with parents/carers as necessary

THE ROLE OF PARENTS/CARERS

Parents/carers should understand the overall principle of the policy and work with us to help resolve situations in the best interests of their child. It is important that parents are made aware of any significant problem as early as possible. Initially, the class teacher should discuss the issue with parents if the problem continues then a member of management will meet with parents and class teacher to try to find a solution.

Parents can support the school's use of restorative methods by

- talking to your child about how their school manages pupils' behaviour
- understanding that children learn developmentally, including how they behave and how their behaviour affects others
- understanding that everyone learns best when they feel good about themselves. Punishments, whether right or wrong, can make children feel bad about themselves and impact on their learning, including learning about behaviour
- encouraging your child to see things from other people's points of view
- encouraging your child to be a good friend
- supporting your child to be a peer mediator



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- learning more about children's rights, including their right to human dignity, regardless of their behaviour
- learning more about shame and the impact of shame on children's readiness to learn.

Bullying and other Incidents are addressed in the Safeguarding Policy and Procedure

MONITORING

- This policy will be formally monitored every three years. ***The Headteacher will initiate this.***
- If aspects of this policy begin to cause concern within the short term, matters can be raised by any member of staff, for whole school discussion, through the Headteacher.
- Aspects of this policy may also be raised by the headteacher with the staff as a whole or with individual members of staff.
- In addition to the above the Leadership Team will also regularly monitor behaviour of pupils during unstructured parts of the school day.