

Positive Relationships Strategy



Culross Primary School

Torryburn Primary School and
Nursery

April 2019

Introduction

At Culross Primary School and Torryburn Primary School we strive to create an environment that all learners feel **ready, respected** and **safe**; providing opportunities to ensure learners become responsible citizens; successful learners, confident individuals and effective contributors to society. We recognise the importance of three key building blocks to help achieve this:

- High quality learning and teaching
- Positive relationships between pupils, parents and staff
- Effective systems and strategies as part of a nurturing approach

All stakeholders in both schools are encouraged to share a common understanding, monitor and review the aims of the Behaviour and Positive Relationships Strategy.

“The rules of a successful classroom or school are not just plastered on the walls but woven into behaviour interventions. They need to live every day in conversations between adults and learners.”(Dix, 2017).

Aims of Policy



- Promote consistency, confidence and clear procedures to help realise our vision and values
- Develop a whole school approach to positive behaviour management
- Involve and outline responsibilities of pupils, parents and staff in collaboratively implementing positive behaviour management strategies

To be effective, our school must depend on consistent proactive approaches to positive discipline, in line with the principles of Getting It Right For Every Child.

“The most effective methods are preventive and proactive and employ whole school strategies and approaches.”

(De-escalation Pack, Fife Council, 2016, p5)

It is recognised that learners’ needs must be understood by staff alongside awareness of family pressures, shifts in social attitudes, poverty and adversity.

Solihull Approach

At Torryburn and Culross, we understand and use the framework of the Solihull approach. The Solihull principles and practice support our ability to provide attuned interactions, containing experiences and reciprocal relationships with children, families and each other. This has enabled a shared language to develop in our schools that is visible in our practice from Nursery – P7. It is central to our practice that we:

- Provide **containment** of children's emotions/anxieties so that the child can concentrate and think.
- Promote **reciprocity** between the teacher and child so that the child is regulated enough to take in and process information.
- Provide a nurturing environment for optimal **brain development** so that the child has neural pathways to both self-regulate and to learn.

Responsibilities

All Staff:



- To work together to create a positive working environment with high expectations for behaviour
- To provide a safe, secure and well-organised learning environment
- To be sensitive to any barriers to learning children may have, showing awareness of how this may effect emotions and behaviour
- To aim to be proactive rather than reactive when dealing with challenging behaviour
- To show respect for all children and expect to be respected in return
- To manage and monitor the use of individualised plans and keep Senior Management Team informed when necessary
- To explicitly teach positive behaviours, not just expect it, through Solihull and other Health and Wellbeing initiatives
- To embed the key Solihull principles of reciprocity and containment across all our practice and interactions

Leadership Team:



- To support class teachers to develop positive behaviour strategies at the universal and targeted levels
- To ensure that all procedures and initiatives are in place so that the school environment functions to manage children's behaviour effectively and positively
- To facilitate appropriate training in behaviour support for staff
- To contact and work with families
- To contact and work with school partner agencies
- To involve all stakeholders in upholding and reviewing the policy

Pupils:



- To make sure everyone is included
- To keep school, class and playground rules to make sure we are ready, respected and safe
- To know how to fix relationships/situations when things go wrong
- To make the right choices when things get difficult
- To use our pupil voice to make decisions about our nursery, class and school

Families:



To work in partnership with the school and support the Behaviour and Positive Relationships Strategy

Praise

All staff recognise the importance of encouragement of positive feedback throughout their learning experience. Learners are praised for effort, positive attitude and resilience.

Circle Time/Discussion

Learners experience regular opportunities to discuss issues related to Health and Wellbeing, including regular Kitbag sessions, morning group, mindfulness, check-in time and Teacher Talk.

Care and Welfare

The needs of the whole child are effectively supported so all learners feel safe, healthy, achieving, nurtured, active, respected, responsible and included. All staff have responsibility to ensure incidents are recorded, monitored and actioned in accordance with Fife Council Guidelines.

Targeted Intervention

The team around the child, including parents, will contribute to wider planning, which may involve partner agencies. Specific support plans will be co-created with the child. If necessary risk assessment and risk management plans will be used.

Regulation of behaviour

“Containment is where a person receives and understands the emotional communication of another without being overwhelmed by it and communicate this back to the other person.”

All classes are familiar with a cycle of self-regulation. All staff support this process and use consistent language. Class or individual plans may need to be made from time-to-time. Individual plans may be developed through consultation with parents.

Pupil Voice

All staff encourage the use of pupil voice and use this to enhance our wellbeing and learning.

Whole School Strategies and Approaches



Restorative Practices

“Reciprocity can be used to describe the interaction within all relationships.”

Solihull Approach

All staff adopt a restorative approach to resolving conflict in class and the playground. Key questions used throughout nursery and school are:

1. What has happened?
2. How are you feeling?
3. Who was affected?
4. How can we put this right?

School Rules

All children are familiar with the three key rules, Ready, Respectful and Safe and can explain what these words mean. Staff and children refer to these terms and work together to make sure this is reflected throughout the school and playground.

De-Escalation

All staff will try to recognise verbal and non-verbal behavioural changes in children and use Solihull based language for containment. We ensure we do this when the child is ready and at their own pace. Our Solihull based de-escalation process consists of:

1. Helping the individual to **name how they are feeling**. We do this by using language such as “I wonder if you are feeling...”
2. Showing **understanding and empathy**. We do this by using language such as “I can see why you are feeling... and I can understand that you are feeling...”
3. **Finding solutions**. We do this by using language such as “I wonder what you need right now to help you feel a bit better/calmer/happier etc.