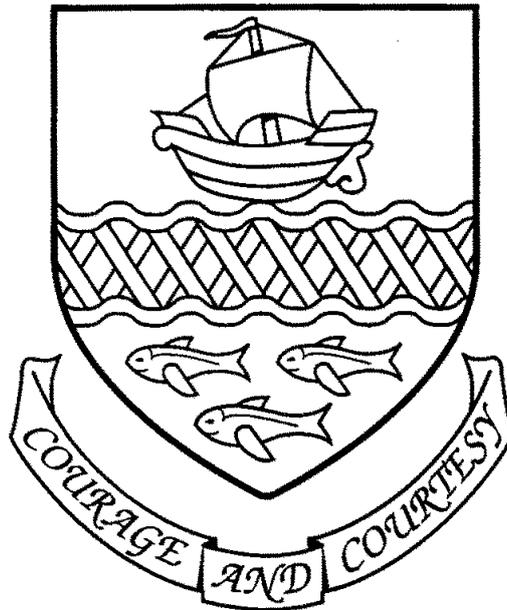


# Tulliallan Primary



## Relationships, Care and Welfare Policy and Procedures

Reviewed	May 2015	April 2016						
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## **Relationships; Care and Welfare**

### **Introduction**

'Cowardice asks the question: is it safe? Expediency asks the question: is it politic? Vanity asks the question: is it popular? But conscience asks the question: is it right? And there comes a time when one must take a position that is neither safe, nor politic, nor popular - but one must take it because it is right.' Martin Luther King (1968).

What do we want for all of the children, parents and staff at Tulliallan? We want it to be right.

At Tulliallan we continually strive to build healthy relationship through the development of restorative approaches in school and also through working closely with the community.

### **Rationale**

Restorative approaches are about building healthy relationships based on values, i.e., co-operation; tolerance; honesty; integrity; trust; respect for self and others; caring; valuing others belief and through taking a problem solving approach to repairing harm/hurt rather than more punitive measures.

There is no one thing which if adopted ensures a restorative school. As you can see from the list of 'ingredients' listed below, there are many factors which need to be in place for the school to be able to fully take on board and sustain restorative approaches.

'If you punish a child for being naughty, and reward him for being good, he will do right merely for the sake of the reward; and when he goes out into the world and finds that goodness is not always rewarded, nor wickedness always punished, he will grow into a man who only thinks about how he may get on in the world, and does right or wrong according as he finds of advantage to himself'. Immanuel Kant (1803)

### **Aims**

- develop healthy relationships which have a positive regard for self and others both within and out with school
- recognise their contribution to the creation of a caring and welcoming environment which supports and encourages a high standard of learning and teaching; respect and responsibility
- develop life skills to enable them to be successful learners who participate confidently, effectively and safely in society
- identify, discuss and reflect both personal and society's values and rules and increase their awareness of how these affect ones thoughts and actions
- take increasing responsibility for their own actions and decisions

### **How do we achieve these aims?**

- Leadership and all staff are fully committed and lead by example.
- Expectation is that staff, parents/carers and pupils act towards each other in a helpful and non-judgemental way
- Everybody works together to understand the impact/consequence of actions on others and self
- Fair and consistent systems and processes are in place to deal with harm/challenging behaviour, allowing everyone to learn from any harm or hurt that may have been caused
- Every member of staff takes responsibility for building relationships and care and welfare of all pupils, families and staff. Care and Welfare issues are recorded and reported to the Senior Leadership Team (SLT).
- Problem solving approaches are encouraged in order to find solutions
- Responses to difficult behaviour are designed so as there can be positive outcomes for everyone - win, win situations.

### **The Ingredients which make us a restorative school**

- We are continually working on relationships, i.e., positive interactions between adults/adults; children/children; adults/children
- Delivering quality learning and teaching is at the heart of everything we do
- All staff, parents and pupils have opportunities to be involved in decision making in the school
- Staff, parent and pupil voices are heard, listened to and acted upon
- Clear, transparent programmes for learning and teaching, quality improvement, monitoring and evaluation are in place so that everybody knows what the priorities are
- Expectation is that everyone is working towards these shared goals
- Self-regulation is promoted with all staff and children. Self-regulatory language is used from P1 to P7 by staff and now by some children in the form of simple scripts which help reduce confrontation and enable children and staff to voice their thoughts in a non threatening environment
- Our Personal and Social Development Programme underpins all of our work at Tulliallan. The children are taught problem solving and thinking skills to develop emotional literacy. Conflict resolution is taught explicitly through the Health education programme and 'Being Cool in School'. All of this work is reinforced again at weekly assemblies. Peer working and support are actively promoted at Tulliallan.
- Celebrating success and difference is key to our success. There is no 'put down'; home and school successes are celebrated through classroom award systems; in Learning and Achievement jotters; our reward system which involves children being presented with certificates at the weekly assemblies for being helpful, good work, etc. The content of assemblies deals with a range of issues relating to developing a wide understanding of what it means to accept difference.
- We are proactive in promoting anti-bullying in the school and wider community. All incidents are dealt with effectively using restorative scripts. Effectively

following the process of using the restorative scripts is far more powerful in stopping bullying type behaviour than punitive methods previously used which often escalated problems and certainly did not repair harm or relationships. The children and parents know that this kind of behaviour will be dealt with and that it is unacceptable. Every known incident is dealt with thoroughly, logged and carefully followed up. Our Care and Welfare policy covers all aspects of looking after our children well. Our pupils support staff effectively work with the children enhancing learning and teaching.

- Pupil Participation is actively promoted in that we have a Pupil Council which meets regularly.
- A Buddies scheme will be developed where older children are partnered with and support younger children. We will have buddy afternoons regularly when the different age groups get together and have fun learning together. The playground and classroom are good learning environments and are fun places to be most of the time.

### **Responsibility of staff**

- All adults working/volunteering in school are expected to treat all pupils, parents/carers and other adults fairly, consistently and with respect at all times
- Expectations, level of support provided, along with planned learning and teaching for all pupils, will be appropriate to each child's stage of development
- All adults will discuss with, rather than shout at the children (shouting voices should only be used to avert a dangerous situation or to be heard in a crowd)
- Expectation is that low level through to challenging behaviour and other difficult issues will be resolved through the use of the restorative questioning/enquiry (refer to script cards or restorative folder)
- All incidents will be dealt with restoratively, it is expected that solutions will be arrived at rather than imposed. Punishments will not be given or threatened (the punishment is the process of going through the restorative questioning/enquiry effectively and finding agreement to sort the problem or repair the harm)
- SLT is involved for more serious incidents or earlier if needed. At these times the expectation is that staff involved will explain to SLT how restorative questioning has been used and which strategies are in place to support the child(ren).
- Teachers, pupils and support staff should establish their own set of classroom expectations co-operatively and promote whole school expectations. Sharing and creating these will foster their worth as well as enable individual attitudes of teachers and pupils to be satisfied. Emotional articulacy, social development skills and attitudes of inter-personal relationships, independence and inter-dependence will be consistently and progressively developed within such a creative process.

When pupils make the wrong choices, teachers/support staff in conjunction with pupils will use the restorative questions to arrive at a solution.

Strategies for managing and supporting pupils to include:

- teacher reflecting on what has triggered behaviour

- separate the behaviour from the child, i.e., make it clear to the child that it is the behaviour which is being considered
- ensure use of self-regulatory language is appropriate (see script booklets)
- moving one/more pupils
- changing the method of working, e.g., is the level of difficulty of work appropriate?
- giving a friendly verbal or pictorial warning, e.g. right choice / wrong choice card
- using peer support/influence
- restorative chat to find a solution to repair harm/hurt
- restorative conference/circle time - using restorative questions
- referral to HT/PT (for very serious incidents)
- meeting with parents informally (after consultation with HT/PT)

### **Responsibility of pupils**

- Pupils in school are expected to treat all adults with respect at all times
- Pupils work and behave as best as they can
- Pupils are expected to make the right choices and to tell the truth when they make the wrong choices
- Pupils will discuss with, rather than shout at others (shouting voices should only be used to avert a dangerous situation or to be heard in a crowd)
- Expectation is that difficulties will be resolved calmly through the use of the restorative questioning (refer to script cards or restorative folder)
- Pupils are encouraged to use problem solving skills to find a way to repair harm or find solutions, i.e., talk rather than fight
- Pupils involved in serious incidents will take part in restorative circles/meetings/conferences as appropriate to find solutions to repair hurt/harm
- Pupils tell staff and parents the whole story when they are involved in an incident.

### **Responsibility of parents**

- Adults in school are expected to treat all pupils, staff and other adults with respect
- Expectation is that parents/carers will talk to their child about school work and help them with their homework
- Adults will consider discussing any difficulties which have arisen, rather than shouting at the children (parents could refer to the restorative script cards to help with this)
- To support the school and trust that all incidents will be dealt with restoratively, no punishments will be given or threatened (the punishment is the process of going through the restorative questioning effectively and finding a way to sort the problem or repair the harm)
- To let us know when we get things right and equally when we get things wrong.

## **Care and Welfare**

An important and integral aspect of the curriculum is the promotion of, and education for, citizenship, social justice and equal opportunities for all. Our aim is to ensure that no pupil or member of staff is discriminated against whether intentionally or unintentionally with regard to race, religion, gender, cultural, social or physical issue.

All staff should promote anti-racism education, respect and value for the diversity of any minority group within our school and should in line with Fife Council policy be vigilant in opposing all forms of mental, physical or social abuse. Through regular assemblies the messages of 'It's okay to be different' and 'right speaking, right doing, right thinking' are promoted.

Staff must, in conjunction with developing pupils' skills, knowledge, understanding and improved attitudes towards personal safety, be confident in their personal response and professional responsibilities.

The following procedures must therefore be followed when dealing with suspected child protection, racism, domestic abuse and bullying incidents.

## **Child Protection**

Co-ordinator- HT

Standard Circular CWG1

Staff should ensure that they:

- read Fife Council Education Service Care & Welfare, Child Protection policy (access on FISH; then search for CWG 1)
- refer to flowchart in child protection policy for advice when concerns are raised
- have access to Care & Welfare forms
- pass any concerns to Child Protection Co-ordinator (HT)
- be aware of additional support materials available from co-ordinator

## **Racism**

Co-ordinator- HT

Standard Circular CWG3

Staff should ensure that they:

- read Fife Council, Care & Welfare - Dealing with Racism in Schools policy (access on FISH; then search for CWG 2)
- record and act upon all racist comments/incidents
- have access to Racial Incident Monitoring forms
- pass completed forms to co-ordinator
- ensure anti-racism education underpins all classroom practice

## **Domestic Abuse**

Co-ordinator- HT

Standard Circular CWG2

Staff should ensure that they:

- read the Fife Council Care & Welfare, Domestic Abuse Information and Guidance leaflet (access on FISH; then search for CWG 3)  
Full Domestic Abuse Guidelines available from HT
- record and act upon comments relating to domestic abuse
- have access to Domestic Abuse Record of Concern forms
- are aware of support materials available from HT

## **Bullying**

*See information in Anti-Bullying Policy*

### **Assessment**

The personal and social development of all our pupils focuses on their strengths and developmental needs as identified through regular informal assessment, which is an integral part of our learning and teaching process. Such assessment should, however, not be seen as linear, as personal rates of personal and social development cannot be standardised.

Formal assessments technically cannot qualify such progress and teachers' assessments will therefore be concerned with knowledge and understanding and the ability of pupils to demonstrate and practise the related skills.

Moreover, pupils' self worth and the values and decisions which individuals favour should not be the subject of formal assessment. Engaging pupils in self assessment in relation to specific aspects or responses will however allow them to ascertain the group norm and compare this with their perception of what is presently seen as socially acceptable.

Self assessment will be encouraged across the curriculum as appropriate, thereby allowing pupils in a wide variety of situations, from the earliest years to talk, reflect and make judgements in relation to their activities in a wide variety of situations.

### **Recording and Reporting**

Evidence of progress in relation to personal and social development i.e.

- knowledge and understanding
- acquisition and development of key skills
- the extent to which positive values are being demonstrated

is gathered by staff and pupils both during the normal course of the session and at the end of a particular theme or special focus.

Evidence from pupils' work, discussions and observations of classroom/school activities will also be used to inform pupils, parents and staff of progress and development needs. Teachers should also keep brief but relevant notes to aid reporting to parents/pupils/staff.

Such comments should be

- formative
- appropriate to each individual pupil
- based on sound evidence
- be constructive
- linked to areas for development
- helpful and manageable

### **Monitoring and Evaluating**

Effective and sensitive care and welfare for all of our pupils continues to be the responsibility of all in the school and nursery and underpins all of our work.

The school management and staff will monitor provision in the following ways

- discussion with pupils, staff, parents, outside agencies
- discussion of forward plans
- observation of general school ethos and pupils' attitudes
- analysis of quantitative information
- annual monitoring programme

'Restorative approaches aim to repair harm done to individuals and to restore healthy relationships within the community. To achieve this end, the web of relationships that bond an individual to their community is put at the centre of the process'. Brenda Morrison, *Restoring Safe Communities*, p5.

'There is no trust more sacred than the one the world holds with children. There is no duty more important than ensuring that their rights are respected, that their welfare is protected and that their lives are free from fear and want and that they grow up in peace' Kofi Annan (2000) UNICEF

### **Resources**

Domestic Abuse Information Leaflet

Fife NHS

Minority Ethnic Communities in Fife  
Information Booklet

Fife Council  
Chief Executive Dept.

Educating the Whole Child:  
Personal and Social Development in  
Primary Schools

Scottish Executive  
Education Dept,  
A Report by HMI of Schools

Promoting Personal Safety and Child Protection in the Curriculum

Scottish Executive

Promoting Positive Discipline,  
Whole School approaches to tackling low level disruption.

Scottish Executive

Better Behaviour-Better Learning  
A joint action plan of the Scottish Executive,  
The Convention of Scottish Local Authorities,  
The Association of Directors of Education,  
The Association of Directors of Social Work.

Scottish Executive

Education for Citizenship in Scotland,  
A paper for discussion and consultation

Learning & Teaching Scotland

Action Against Bullying,  
A support pack for schools

Scottish Executive  
Education Dept.

A Which Guide to Dealing with Bullying

Fife Council  
Psychological Service

[www.respectme.org.uk](http://www.respectme.org.uk)

Site with information for parents,  
teachers and pupils