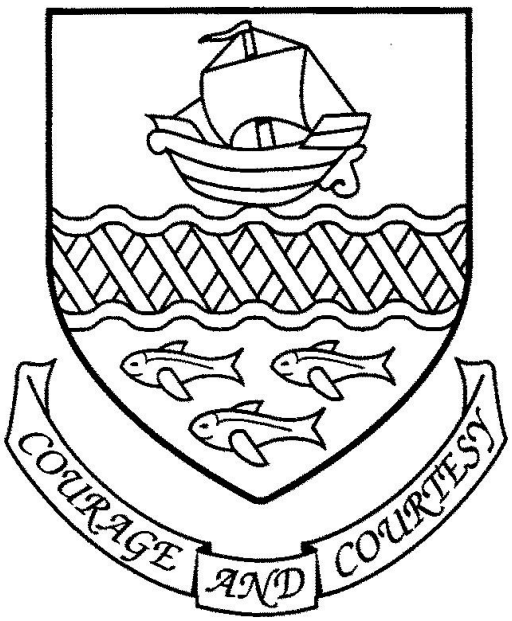
Tulliallan Primary



Relationships, Care and Welfare Policy and Procedures

Reviewed	May 2015	April 2016	May 2023					

Relationships; Care and Welfare Introduction

At Tulliallan, our vision, values and aims are underpinned by the United Nations Convention on the Rights of the Child (UNCRC 1989), The Equality Act (2010), The Additional Support for Learning Act (2017) and The Promise (2021). These four core documents provide the guidance as to how we create the inclusive ethos of our school by ensuring the rights of all are respected and the voices of our children are at the heart of what we do. We remove barriers by considering the needs of all our children, regardless of age, disability, gender, race, religion and we continually strive to build healthy relationships through the development of Restorative Approaches in school and also through working closely with the community.

Core beliefs and Values

'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)

Restorative Approaches are about building healthy relationships based on our school values of success, honesty, inclusion, nurture and equity. We use a problem-solving approach to repair harm/hurt rather than more punitive measures. We do this through:

- developing healthy relationships which promote a positive regard for self and others, both within and out with school.
- valuing everyone's contribution to the creation of a caring and welcoming environment which supports and encourages a high standard of learning and teaching.
- developing life skills to enable children to be successful learners who participate confidently, effectively and safely in society.
- reflecting on values and taking increasing responsibility for our own actions and decisions.

How do we promote positive relationships and behaviour?

- The Senior Leadership Team and all staff are fully committed to promoting positive relationships and behaviour and lead by example.
- Our expectation is that everyone in our school community treats each other with respect and that continuously developing positive relationships is central to our approach at all times.
- 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 harmful/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 the care and welfare of all children, 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 to achieve positive outcomes for everyone – win, win situations.
- Fife Council's Relationships and Behaviour Policy is referred to.

Culture and Ethos

- Staff provide kind, positive role models for the children and use a variety of universal and targeted supports to promote relationships between themselves and the children, children to children and adult to adult. This modelling supports children to develop their own relationships.
- Delivering quality learning and teaching is at the heart of everything we do.
- All staff, parents/carers and children have opportunities to be involved in decision making in the school.
- Staff, parent/carer and children's 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 our school priorities are.
- Everyone working towards shared goals is something that we value.
- Self-regulation is promoted with all staff and children. Self-regulatory language is used from Nursery to P7 by staff and now almost all 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.
- Celebrating success and difference is key to our success. There is no 'put down'; home and school successes are celebrated through recognising wider achievements. The content of assemblies deals with a wide range of issues relating to developing the four capacities within our children.
- We are proactive in promoting anti-bullying in the school and wider community. All incidents are dealt with effectively using restorative conversations. 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 and carefully followed up. We use the Fife Council Antibullying and Equalities (2022) guidance for recording these incidents. Our Care and Welfare policy covers all aspects of looking after our children well.
- Our pupil support staff effectively work with the children enhancing learning and teaching.
- Pupil Participation is actively promoted. We have committees where children can share their opinions on a range of topics, including Pupil Council, Rights Respecting Schools, Eco, Health, Digital and our social enterprise, Tulliallan Tasty Treats.
- We have our Buddies scheme where older children are partnered with and support younger children. We 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.

Staff Expectations

- All adults working/volunteering in school are expected to treat all children, 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 children, 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).
- The expectation is that low level through to challenging behaviour and other difficult issues will be resolved through the use of 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, children, 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 self-worth as well as enable individual attitudes of teachers and children to be shared and developed. Social development skills and attitudes, relationships and independence will be consistently and progressively developed through this process.

When children make wrong choices, teachers/support staff in conjunction with children will use restorative questions and conversations to arrive at a solution. Strategies for managing and supporting children should include:

- teacher reflecting on what has triggered behaviour.
- separating 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 scripts/folders).
- distraction/time out strategies.
- 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 SLT (for more serious incidents).
- meeting with parents/carers informally (after consultation with SLT).

Child Expectations

- Children in school are expected to treat all adults and peers with respect at all times.
- Children work and behave as best as they can.

- Children are expected to make right choices and to tell the truth when they make wrong choices.
- Children 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 restorative questioning (refer to script cards or restorative folder).
- Children are encouraged to use problem solving skills to find a way to repair harm or find solutions, i.e., talk rather than fight.
- Children involved in serious incidents will take part in restorative circles/meetings/conferences as appropriate to find solutions to repair hurt/harm.
- Children tell staff and parents/carers the whole story when they are involved in an incident.

Parent/Carers Expectations

- Adults in school are expected to treat all children, staff and other adults with respect.
- Shared working between home and school is promoted. Parents/carers supporting children with home learning activities helps the children develop their understanding of their learning and helps parents/carers to see the learning in class and support their child with this.
- Adults will discuss any difficulties which have arisen with their child.
- 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.

Inclusion

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

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 have a responsibility to develop all children's skills, knowledge, understanding and attitudes towards personal safety and inclusion.

The following procedures must therefore be followed when dealing with suspected child protection, racism, domestic abuse and bullying incidents. All policies are underpinned by the principles of GIRFEC.
See Equalities Act (2010).

See Scottish Government (2014) *Getting It Right for Every Child* (GIRFEC)
See Scottish Government (2017) *Additional Support for Learning Act*

Child Protection
Co-ordinator - HT
Depute Co-ordinator - DHT

- pass any concerns to Child Protection Co-ordinator (HT)
- be aware of additional support materials available from co-ordinator

See Fife Council (2017) *The Child Wellbeing Pathway*
See Fife Council (2020) *The Child's Plan*
See Scottish Government (2021) *National Guidance for Child Protection in Scotland 2021*

Racism
Co-ordinator - HT
See *Dealing with Racism Policy* (June 2012)
Staff should ensure that they: have read Fife Council, Care & Welfare – Dealing with Racism in Schools policy (access on intranet)

- record and act upon all racist comments/incidents and have access to Racial Incident Monitoring forms and pass completed forms to co-ordinator
- ensure anti-racism education underpins all classroom practice

Domestic Abuse
Co-ordinator - HT
See Fife Council *Good Practice Guide Domestic Abuse & Protection of Children*

Bullying

See information in Anti-Bullying Policy

See Fife Council (2016) *Behaviour and Relationship Strategy*
See Fife Council (2018) *Anti-Bullying Policy*
See Fife Council (2022) *Antibullying and Equality Policy*

Monitoring and Evaluating
Effective and sensitive care and welfare for all our children 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 children, staff, parents/carers, outside agencies.

- discussion of plans in place to support individuals.
- observation of general school ethos and children's attitudes.
- analysis of quantitative information such as tracking, monitoring and reporting progress across the curriculum.
- annual monitoring programme.

'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.

Further Reading for Child Protection/Care and Welfare Procedures

Fife Council *Good Practice Guide Domestic Abuse & Protection of Children*
Available at: https://fifecloud-my.sharepoint.com/personal/gavin_waterston_fife_gov_uk/_layouts/15/onedrive.aspx?id=%2Fpersonal%2Fgavin%5Fwaterston%5Ffife%5Fgov%5Fuk%2FDocuments%2FFife%20CP%20Documents%2FCPC%20Master%20Folder%2FFife%20Policies%20%26%20Guidance%2FMARAC%2FGood%2DPractice%2DGuide%2DDomestic%2DAbuse%2Dand%2DProtection%2Dof%2DChildren%202018%2Epdf&parent=%2Fpersonal%2Fgavin%5Fwaterston%5Ffife%5Fgov%5Fuk%2FDocuments%2FFife%20CP%20Documents%2FCPC%20Master%20Folder%2FFife%20Policies%20%26%20Guidance%2FMARAC

Fife Council (2016) *Behaviour and Relationship Strategy*
Available at:
https://fifecloud.sharepoint.com/sites/SchoolsEd/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FSchoolsEd%2FShared%20Documents%2FRelationships%20and%20behaviour%2FBehaviour%20and%20Relationships%20De%2Descalation%20PDP%202016%2Epdf&parent=%2Fsites%2FSchoolsEd%2FShared%20Documents%2FRelationships%20and%20behaviour

Fife Council (2017) *The Child Wellbeing Pathway*
Available at: https://fifecloud.sharepoint.com/sites/edu/ops-dc/Communication/Forms/AllItems.aspx?id=%2Fsites%2Fedu%2Fops%2Ddc%2FCommunication%2FC2%20The%20Child%20Wellbeing%20Pathway%2Epdf&parent=%2Fsites%2Fedu%2Fops%2Ddc%2FCommunication

Fife Council (2018) *Anti-Bullying Policy*
Available at: https://fifecloud-my.sharepoint.com/personal/gavin_waterston_fife_gov_uk/_layouts/15/onedrive.aspx?id=%2Fpersonal%2Fgavin%5Fwaterston%5Ffife%5Fgov%5Fuk%2FDocuments%2FFife%20CP%20Documents%2FCPC%20Master%20Folder%2FFife%20Policies%20%26%20Guidance%2FShared%20with%20Practitioners%2FAnti%2DBullying%20Policy%20%5B2018%

20revision%5D%2Epdf&parent=%2Fpersonal%2Fgavin%5Fwaterston%5Ffife%5Fgov%5Fuk%2FDocuments%2FFife%20CP%20Documents%2FCPC%20Master%20Folder%2FFife%20Policies%20%26%20Guidance%2FShared%20with%20Practitioners

Fife Council (2020) *The Child's Plan*
Available at:
https://fifecloud.sharepoint.com/:w:/r/sites/SchoolsEd/_layouts/15/Doc.aspx?sourcedoc=%7B5678AF6C-CBC9-408C-AC52-190C10C240D3%7D&file=Blank%20Childs%20Plan%20Aug%2020.docx&action=default&mobileredirect=true&DefaultItemOpen=1

Scottish Government (2014) *Getting It Right for Every Child* (GIRFEC)
Available at: Getting it right for every child (GIRFEC) - gov.scot (www.gov.scot)

Scottish Government (2021) *National Guidance for Child Protection in Scotland 2021*
Available at: Supporting documents - National guidance for child protection in Scotland 2021 - gov.scot (www.gov.scot)

UNCRC (2008) *A Summary of the UN Convention on the Rights of the Child.* Available at: UNCRC_summary-1_1.pdf (unicef.org.uk)