

**Caldercuilt Primary School and Nursery Class**

**Promoting Positive Relationships Policy**



Date agreed: May 2019

Bodies consulted: Staff, Nursery, Parents and Pupils

Planned review date: May 2022

**Promoting Positive Relationships Policy**

Glasgow City Council’s ‘Promoting Positive Relationships’ articulates our commitment to the inclusion of all children and young people and our belief that they should fulfil their full potential whilst in our care. It has been informed by a range of key national and local documents including, Glasgow City Council’s revised Additional Support for Learning policy, ‘Every Child is Included’ (2009).

Each establishment is required to produce and keep under review, a policy on Promoting Positive Relationships. This policy is derived from the Council’s ‘Promoting Positive Relationships’ and will take account of the circumstances of this establishment.

Our school policy outlines how Caldercuilt Primary School and Nursery will;

* Educate the whole child and develop their personal and social skills to ensure their own wellbeing and that of others
* Provide safe and stimulating learning environments for all children and young people that enable them to reach their full potential and become successful learners, effective contributors, responsible citizens and confident individuals
* Ensure children and young people have regular opportunities to develop an understanding of their rights and responsibilities
* Develop an awareness of consequence in children and young people
* Always develop a desire in all children and young people to participate positively and contribute.

**Rationale**

Our Positive Relationships Policy is rooted in our vision statement at Caldercuilt Primary School and Nursery:

*At Caldercuilt Primary School and Nursery our vision is to provide a happy, welcoming, safe, inclusive and stimulating learning environment for children, families and staff. We have mutual trust and respect for one another. We provide opportunities within the curriculum that promotes skills for life on our journey to excellence. We are a caring school and we thrive on developing co-operative, independent learners who can achieve their full potential socially and academically in preparation for life and work.*

We collectively agreed that each child’s individuality will be recognised and nurtured; their enthusiasm and confidence will be encouraged; and they will be supported to become successful learners who reach their full potential.

This Positive Relationships Policy reflects the School and Nursery Core Values that underpin all our experiences in the life of school: **Respect, Honesty, Responsibility, & Cooperation.** Collaboratively, we agree that everyone at Caldercuilt Primary School and Nursery will:

* experience a safe and secure environment where everyone takes pride in their school;
* be honest, responsible, respectful and cooperative; and
* be hardworking whilst experiencing high quality teaching and learning that is active, collaborative, challenging and inspiring.

**Aims**

* To create a positive and safe learning environment for staff and pupils;
* To promote that with rights come responsibilities; and
* To promote positive relationships and minimise negative relationships

**Aspirations**

* 1. Aim high and never give up.
* 2. Respect everyone’s rights, belongings and property.
* 3. Use kind hands, words and feet.
* 4. Listen, show good manners and be considerate to others

**Objectives**

Caldercuilt Primary School and Nursery is committed to enable our pupils to:

* Consciously take ownership and responsibility for their relationships;
* Respect everyone’s right to learn; and
* Display positive relationships consistently.

**Roles and Responsibilities**

Within Caldercuilt Primary School and Nursery there is a sense of collective responsibility, consistency and high expectations from all members of staff and of each child by:

* Reinforcing our vision statement and school values;
* Establishing classroom rules;
* Providing appropriately differentiated tasks;
* Using a Growth Mindset approach to improve confidence;
* Using Rights Respecting Schools resources to build confidence and self-esteem;
* Being proactive in the implementation of positive relationships strategies and restorative approach; and
* Applying consequences in line with this relationships policy.

Everyone should be a good role model:

* Being consistent, fair, calm and patient;
* Showing respect to everyone in school and the schools/others property; and
* Listening purposefully to others.

Headteacher and Depute Headteacher

It is the responsibility of the Headteacher and Depute Headteacher to:

* Ensure local and national policy is implemented in a manner which leads to all staff being clear about their roles and responsibilities;
* Create a climate of mutual respect and of feeling valued, where achievement is celebrated;
* Ensure equality and fairness, tolerance and understanding in a consistent manner;
* Engage all staff in developing an ethos of achievement by promoting positive relationships;
* Provide access to appropriate Continuing Lifelong Professional Development opportunities to support all managing the implementation of the Promoting Positive Relationships Policy;
* Monitor and track the progress of each individual child;
* Ensure children’s needs are met through a clear policy for Staged Intervention and Additional Support Needs;
* Communicate with parents and external agencies when appropriate; and
* Ensure that finances and resources are available to allow the full implementation of this policy.

Principal Teachers and Nursery Team Leader

It is the responsibility of the Principal Teachers and Nursery Team Leader to:

* Embed the principles of Promoting Positive Relationships in all aspects of their remit and demonstrate leadership in this area;
* Support all staff to deliver the Promoting Positive Relationships Policy;
* Promote an ethos of achievement and a climate of positive relationships;
* Identify individual pastoral needs and liaise effectively with Additional Support Needs Coordinator, external agencies, parents/carers to ensure the best possible supports for all children and young people; and
* Liaise with the Class Teacher, Nursery Staff, Nurture Teacher and Additional Support Needs Coordinator to ensure all children’ needs are met.

Role of the Teacher and Nursery Staff

Teaching and nursery staff have responsibility for providing:

* A set of class/nursery rules at the beginning of each session, put together with the children, which links with the articles from the United Nations Convention on the Rights of the Child: Caldercuilt Primary is a Rights respecting School;
* Promote a ‘Growth Mindset’ approach to build confidence in children;
* Make provision to cater and support the needs of the individual;
* Use health and wellbeing programmes to encourage resilience and positive social interactions (Restorative Approach, Rights Respecting School Strategies, Emotion Works, Bounce Back);
* Provide opportunities for meaningful and constructive feedback e.g. plenary sessions, circle time, Assessment is for Learning strategies, 1:1 differentiation and support;
* Immediate and regular praise;
* Recognise individual successes and use meaningful rewards to reinforce appropriate relationships;
* Follow Recognition Board Values in line with school values; and
* Implement School House Points System for recognition of school values.

Support for Learning Assistants

It is their responsibility to contribute to the schools Promoting Positive Relationships Policy through support for children in class and playground.

Children

We believe that every member of our school and nursery has the right to learn, to play, to feel safe and to be respected. All rights imply and entail responsibilities. Just as teachers and adults in our school have a role in promoting positive relationships all children have a responsibility to:

* Embrace the school/nursery values by following the rules for expected relationships within school and nursery;
* Develop and increase awareness of how their actions may impact upon the safety of themselves and others;
* Treat everyone in a fair and considerate way;
* Be tolerant;
* Cooperate by following instructions given by adults and follow school rules;
* Be actively engaged in opportunities for learning;
* Ask for help politely and be patient if waiting;
* Behave in a calm and orderly way around the school;
* Be aware of how their noise level affects others concentration;
* Listen to others and expect to be listened to;
* Be prepared and organised for school;
* Look after all school property and resources; and
* Give their very best in all aspects of their school life - developing their potential as successful learners, responsible citizens, effective contributors and confident individuals.

Parents and Carers

Parents and Carers have responsibility for fostering home/school partnership. Parents and Carers are encouraged to play an active role in supporting their children’s education and should:

* Communicate positively with staff in matters affecting attendance, punctuality, homework and pastoral care;
* Reinforce this Positive Relationships Policy by promoting high standards of conduct and expectation;
* Engage positively in the life of the establishment through attendance at reviews, parents’ meetings, and school / nursery events or activities;
* Implement the strategies for Restorative Approach, Rights Respecting, Emotion Works and Bounce Back at home to encourage resilience and positive social interactions;
* Support teaching / nursery staff and senior managers in encouraging their children to behave well, in order to create a positive learning environment; and
* Work in partnership with all staff to help address the needs of their children and develop strategies for ensuring high levels of success.

**Rewards and Consequences**

Relationships during learning, and throughout the school/nursery day, is monitored by all staff who will reward children demonstrating our school values. Children demonstrating school values will then be added to the class recognition board.

Each child will be assigned to a House within the school/nursery and each House will strive to reflect the values, roles and responsibilities so that everyone is safe, respected and has the right to learn and play. Values and responsibilities will be regularly promoted at assembly, displayed in school /nursery and on the schools Twitter account (<https://twitter.com/Caldercuilt>) and nursery Twitter account (<https://twitter.com/Caldercuiltnur1>) .

On achieving recognition towards our values children will receive recognition at school assemblies and be given a token to add to their house box. Houses receiving a set number of tokens will be given a mutually agreed reward. Pupils will take ownership and responsibilities to lead their House to be a positive role model for others.

Relationships during playtime is monitored by our Support for Learning Assistants, who will reward relationships by informing class teachers of school values achieved towards recognition and will notify class teachers of relationships requiring improvement. Any serious negative behaviours will be presented to the senior leadership team in a written proforma.

If a child display’s negative relationships then a verbal warning will be given, if this continues the teacher will send an explanation of what has happened to the Senior Leadership Team. If a teacher would like to speak to a parent about any small concerns they may have, or, feel that a child may need some support from home with their school work or relationships; the teacher will contact a parent to invite them in at the end of the school day or arrange a convenient time. This does not affect a parent organising a meeting by telephone or email through School /Nursery Administrators, it is an addition to this, to help support learning in school.

Types of behaviours, which do not promote our vision and values are listed below:

Behaviours that does not promote a hardworking school e.g.

* Continual talking
* Interrupting
* Disengaged

Behaviours that does not promote a caring environment. e.g.

* Uncooperative with peers/adults
* Inappropriate language & gestures

Behaviours that shows a lack of responsibility e.g.

* Not prepared for learning or opting out of class lessons
* Not looking after school property

Behaviours that shows a lack of respect e.g.

* Bullying issues
* Defiance

However, the following behaviours will require immediate communication with parents/carers who will be expected to work with the school to support agreed rectifying measures and or consequences;

* Abusive to others: verbal or physical
* Bullying
* Racial or discriminatory abuse
* Relationships likely to injure self or others

The class teacher will monitor behaviours and if not quickly resolved then this will be reported to the Principal/Depute /Headteacher who will advise on appropriate action to be taken. Children requiring additional support will receive appropriate interventions and parents/carers will attend school meetings and work with school staff to support the intervention.

**Home/School link**

Parents are valued contributors and as such they will be kept fully informed of the Positive Relationships of their children at Caldercuilt Primary School and Nursery. Positive achievements are celebrated through nursery gatherings, school assembly, Twitter, newsletters, information leaflets and workshops/open afternoons. Parents are actively encouraged to support Caldercuilt Primary School and Nursery’s Positive Relationships Policy.

Parents are invited to attend consultation evenings and formal reports will be issued annually. Any parent who is concerned about their child’s relationships in school or at home is encouraged to contact the school. In the first instance to the Class Teacher/Nursery Team Leader, followed by the Headteacher to discuss concerns. Parents of children who are experiencing difficulties are invited to attend additional meetings to discuss further strategies to support and promote positive relationships in school.

**Personal Achievements**

Throughout the year we will encourage children by awarding certificates for Recognition Stars of the Week, Confident Individual, Successful Learner, Effective Contributor and Responsible Citizen. At the end of the year our Special Achievements Assembly will celebrate our success throughout the year. Personal achievements out with school/nursery will be requested from home and displayed within the school/nursery to ensure all children’s wider achievements are recognised.

**Management, Leadership and Quality Assurance**

Our school aims are shared with staff, children and parents through the Positive Relationships Policy. Curriculum Planning ensures that learning and teaching meet the principles of Curriculum for Excellence. Tracking and monitoring meetings are carried out each term between the Headteacher and every class teacher to allow professional dialogue on progress and attainment of each child. Senior management is involved in classroom observations, which include promoting a positive climate for learning. Self-evaluation of the quality of the learning environment is the responsibility of all staff and the Senior Leadership Team. Quality indicators described in ‘**How Good is Our School 4**’ will be used to evaluate the on-going effectiveness of this policy.