

Craigton Primary School



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Our Relationships Policy

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Promoting Positive Relationships and Behaviour Policy



“Visible consistency with visible kindness allows exceptional behaviour to flourish”.

Paul Dix (2017) *When the Adults Change Everything Changes*

Rationale

At Craigton Primary School, we are committed to promoting positive relationships and behaviour by using nurturing and trauma informed approaches to support our pupils. As a staff, we understand that all behaviour is a form of communication that reflects a combination of personal, situational and psychological factors therefore it is our aim to support children through the use of consistently positive, restorative approaches to encourage positive relationships rather than punitive methods.

All staff have engaged in CLPL focused on implementing the nurturing principles into our daily practice. As a result of this learning, we have updated our Vision, Values and Aims and these will reflect our commitment to placing relationships at the heart of all that we do.

Our Vision

Together we SHINE!

Our Values

Our school values are:

- Respect
- Honesty
- Perseverance
- Kindness
- Inclusion

These values underpin all of our interactions. The values will be modelled by staff at all levels in behaviour, judgements and decision making. All children will be actively encouraged to follow this lead and “live” our values in all that they do. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their choices and encourage others to do the same.

Our School Aims

At Craigton Primary we aim to:

- To meet the needs of all children through well considered universal and targeted supports.
- To raise attainment through a consistent approach to high quality teaching and learning.
- To provide real life, meaningful experiences for children to develop their capacity as effective contributors, successful learners, confident individuals and responsible citizens.
- To respond to the needs of our children and equip them with the skills for an ever-changing world.

A Nurturing School

Our whole school approach ensures children and adults work together to create a nurturing environment which implements the six principles of nurture. Our policy is based on positive relationships on a foundation of mutual respect between our pupils and teachers.

Our Nurturing Principles are:

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. Nurture is important for the development of self esteem
4. Language is understood as a vital means of communication
5. All behaviour is communication
6. Transitions are significant in the lives of children

At Craigton Primary, we recognise the importance of implementing a whole school approach to supporting children to develop positive relationships and choices.

House System

To be updated to incorporate:

- Introduction of a new house system.
- Focus of the house system to build a sense of identity and teamwork.
- Achievements of houses to be celebrated but not dependant on the success/achievements of the other houses i.e. not a competition between houses.

Consistent Approach

In Craigton Primary we all:

1. **Model** positive behaviours and build relationships.
2. **Plan** lessons that engage, challenge and meet the needs of the learners.
3. **Praise** positive choices and celebrate these consistently.
4. **Refer to our school values** in all conversations about behaviour.
5. **Remain calm, respectful and kind** and give 'thinking time' when having a restorative conversation.
6. **Follow up** every time and engage in reflective dialogue with learners.
7. **Implement a clear staged intervention** model to support children and families.
8. **Use working on what works** to celebrate positive behaviours as a team.
9. **Encourage fantastic walking** in our school building.
10. **Remain curious and flexible** when responding to individual learners and adapt the policy where necessary to be inclusive of all.

Our Promoting Positive Relationships Blueprint

Engagement with learning is what we consistently strive for at Craigton Primary underpinned by high quality learning and teaching. For the vast majority of our learners a gentle reminder is all that is needed, although there are some occasions when it is necessary for a child to leave their classroom for a short

period of time. However, steps should always be gone through with care and consideration, taking individual needs into account where necessary. All learners must be given time in between steps for them to change their behaviour. Steps should not be skipped or accelerated for repeated low-level disruption.

Steps	Actions
1. Redirection/Reminder	<ul style="list-style-type: none"> Gentle encouragement A reminder of our 3 rules (Ready, Respectful, Safe) delivered privately wherever possible Repeat reminders if necessary and appropriate De-escalate wherever possible Praise given if learner is able to model good behaviour as a result of the reminder
2. Caution	<ul style="list-style-type: none"> A clear verbal warning delivered privately wherever possible Clearly outline consequence if behaviour continues Emphasise that the learner has the choice to do the right thing Remind learners of previous good choices
3. Last Chance	<ul style="list-style-type: none"> Speak to the pupil privately and give them a final opportunity to engage Use the 30 second scripted intervention <ul style="list-style-type: none"> I have noticed that you are... (having trouble focusing, wandering around etc) right now. At Craigton we always make sure we are Ready, Respectful and Safe. Because of that you need to... (refer to action to support behaviour (e.g. moving to another table, remember to put your hand up etc) Do you remember yesterday/last week when (refer to previous positive behaviour)? That is what I need to see today... Thank you for listening... then give the child some time to talk if they wish
4. Reflection Time	<ul style="list-style-type: none"> Reflection Time will be a short time away from the classroom with a designated member of SLT and the parent will be notified via a phone call. SLT will be notified via a blue letter. It is time for the child to calm down, breathe and compose themselves The child will then complete the task with the member of SLT supporting them before returning to class when appropriate.
5. Restorative Conversation	<ol style="list-style-type: none"> What happened? What were you thinking and how were you feeling at the time? Who has been affected and how do you think they have been affected? What should we do to put things right? How can we do things differently in future? <p>SLT will decide what happens after the restorative conversation i.e. a phone call to parent/carer or adjusted strategies.</p>

Should low level disruptions in class continue, and no improvements are made through using the steps above, a professional judgement will be made, and the class teacher should contact parent/carer to discuss concerns (discuss with pastoral care SLT link first). This will be recorded in pastoral notes and SLT will also keep a record of this step. A short-term target sheet or home-school communication book may be implemented as a result of this conversation.

The use of public behaviour charts (e.g loss of Golden Time / ready to learn/ rewards ladders) should not be used in any classroom as a means of promoting positive choices. Loss of Golden Time/Fun 31 should not be used as a means of encouraging positive behaviour.

Serious Incidents

All serious matters should be referred to SLT and a Time Out to Think will be given at the next available break time. A phone call will be made to the parent/carer notifying them that their child had a TOTT and note the type of behaviour displayed. Such incidents may include:

- Physical violence
- Racist, sexist, homophobic comments
- Using abusive/offensive language

Craigton Primary School Our Restorative Scripts for Intervention

Actions:

1. Reminder (3 rules) privately when possible
2. Caution (outlining behaviour and consequence)
3. Last chance (30 second intervention)
4. Cool off (time in calm corner/designated SLT office)
5. Repair (restorative conversations)

Micro script (30 second scripted intervention)

- I have noticed that you are... (having trouble focusing, wandering around etc) right now.
- At Craigton we always make sure we are Ready, Respectful and Safe.
- Because of that you need to... (refer to action to support behaviour (e.g. moving to another table, remember to put your hand up etc)
- Do you remember yesterday/last week when (refer to previous positive behaviour)?
- That is what I need to see today...
- Thank you for listening... then give the child some time to talk if they wish

Restorative Conversations:

1. What happened?
2. What were you thinking and how were you feeling at the time?
3. Who has been affected and how do you think they have been affected?
4. What should we do to put things right?
5. How can we do things differently in the future?