



# Riverbank Primary School and Nursery Class



R- Respect P-Play S-Safe N-Nurture C-Caring

♥ Many Hearts Make Our Family ♥

## Promoting Positive Relationships Policy



### Rationale

“*Curriculum for Excellence* cannot be delivered without good relationships and positive behaviour. The starting point for learning is a positive ethos and climate of mutual respect and trust based upon shared values across whole school communities where everyone can learn and work in a peaceful and safe environment...in helping to create peaceful and positive learning environments with more opportunities for children and young people to be engaged and motivated in relevant and enjoyable learning.” (Building the Curriculum for Excellence through positive relationships and behaviour)

Within Riverbank Primary and Nursery Class, we strongly believe our policies should be created paying close consideration to the UN Rights of the Child. With this approach at the heart of our practice, we will improve our children’s well-being and help them realise their potential. This policy has been devised in consultation with all stakeholders.

## Aims of building positive relationships

We have a nurturing, restorative, solution-focussed approach to improving and strengthening self-esteem, leading to respectful and rewarding relationships among all members of the school family/community.

The policy aims to help children fulfil the four capacities of Curriculum for Excellence and become Confident Individuals, Successful Learners, Responsible Citizens and Effective Contributors.

The shared values and principles of GIRFEC will ensure that our children feel:

Safe	Achieving
Respected	Healthy
Responsible	Active
Included	Nurtured

To achieve this we will:

- Provide a clear, fair and consistent approach to behaviour based on nurturing principles and restorative practices.
- Foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill.
- Give staff the tools to enable them to support and equip children with strategies to manage their behaviour and build positive relationships with others.
- Provide a safe, respectful, inclusive and happy school ethos where learning opportunities are maximised.
- Use our values:  
**RESPECT   PLAY   SAFE   NUTURE   CARING**  
to underpin our high expectations of our children's participation in our caring ethos.

## Respectful Relationships

Riverbank Primary is currently a BRONZE Award Rights Respecting School. Our policies and procedures underpin the UN Convention on the Rights of the Child.

Everyone in the school follows three rules:

- ✓ RESPECT OURSELVES
- ✓ RESPECT EACH OTHER
- ✓ RESPECT OUR ENVIRONMENT



## School Charter

Every year, the children work with the SLT to create a charter for the school, playground and lunch hall. This ensures everyone knows the expectations of both children and adults within the school.

Children will	UNICEF Article	Adults will
Treat each other and adults with respect.	Article 3 – Best Interests of the Child	Treat each other and pupils with respect.
Work to the best of their ability and allow everyone else to do the same.	Article 28 – The Right to Education	Create and deliver a challenging and engaging curriculum.
Share their opinions and views in a respectful manner.	Article 12- Respect for the Views of the Child	Listen to the views of children and action them whenever possible
Look after each other and display safe behaviours.	Article 19 – Protection from Violence, Abuse and Neglect	Look after every pupil and keep them safe from harm.
Always be kind and gentle with one another.	Article 31 – The Right to Leisure, Play and Culture	Promote kindness and gentle hands.
Include everyone.	Article 23 – Right to be Included	Encourage children to play together and include everyone.
Maintain the environment by tidying up, using litter bins and being responsible with resources.	Article 27- Adequate Standard of Living	Provide a safe and clean environment.
Show everyone respect and understand that we are all individuals.	Article 14 – Freedom of Thought, Belief and Religion	Treat everyone as an individual and respect differences.

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## Building and Managing Relationships

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### **Warm Welcome and Goodbye**

Our pupils are welcomed into the school and nursery grounds every day by a member of school management. This is used to help settle all the children as they transition from home to their school day. This approach is repeated at 3pm when members of school management say goodbye to the children from the school gates and at the nursery door. This also allows parents and carers the opportunity to speak to the teachers and members of the leadership team if they have anything they wish to discuss.

### **Positive Rewards and Recognition**

Positive reinforcement is used regularly to reward and recognise success in our pupils. These include:

Weekly Riverbank Superstar awards

Positive Choice Award

Star Writers

Individual class reward systems

Group points

Recognition postcards and certificates

Stickers

Written feedback in jotters

Verbal feedback

### **Restorative Practice**

Riverbank Primary School and Nursery staff are trained in restorative practices and use them consistently to support, build and repair healthy relationships. Restorative practice is a proactive way of working with pupils, helping to repair relationships and resolve conflict in a calm and understanding manner. It allows all parties to share their feelings and have the matter dealt with in a fair and consistent manner.

## **Consequences**

At Riverbank Primary and Nursery Class, it is always our aim to foster positive relationships, open lines of communication and proactively manage behaviours before they become a concern. However, there are times when consequences have to be used. When implementing a consequence, the staff member working with the pupil will discuss the behaviour and the need for a consequence. When appropriate, the pupil will be involved in deciding on the correct consequence and the length of time it should be in place. The consequence will be relevant and proportionate to the unacceptable behaviour.

Examples of consequences include:

Using break and/or lunch times to reflect on behaviour

Writing a letter of apology

Working in a quieter area of the school

Removing a privilege such as being in the football team/part of a club

## **Serious Inappropriate Behaviour**

In some instances, behaviour which is deemed inappropriate and serious will result in pupils being automatically referred to the Head Teacher. Such behaviours have been collaboratively chosen by both the children and the staff. The following behaviours are deemed as unacceptable:

Deliberate physical abuse

Vandalism of school property

Misconduct relating to the NLC ICT agreement

Stealing

Serious defiance e.g. refusal to leave the room or to follow direct instructions

Verbal abuse towards others linked to any of the following:

Prejudice against cultures

Racism

Sectarianism

Homophobia

Sexism

Disability

Religion

Swearing

Inappropriate hand gestures

Children who display inappropriate behaviours will have a key adult who works with them to help regulate this. The key adult will work in partnership with the child, their parents or carers and any other appropriate agencies to ensure the correct supports are implemented.

### **Bullying**

For further information regarding Bullying is available in the Anti-Bullying and Restorative Practises Policies

### **Exclusion**

At Riverbank Primary School, we strive to create an ethos of mutual respect and values between pupils, parents, staff and all partners. In extreme cases, where all aforementioned strategies have been unsuccessful, it may be appropriate to exclude pupils from school for a period of time. In these cases, management staff will follow North Lanarkshire Council's Exclusion Policy.

### **Communication with Parents and Carers**

Sharing information is essential in achieving true partnership; therefore we feel it is important that parents will be notified about any behaviour issues. This information will be communicated through the Homework Diaries or a phone call home. We would ask that parents discuss the content of this with their child. We encourage an open channel of communication and a shared vision of promoting Positive relationships.

### **Wellbeing and Positive Mental Health**

The wellbeing of our pupils is of the utmost priority at Riverbank Primary and Nursery Class and we have embedded this ethos throughout school life.

### **Nurture Room**

Riverbank Primary is very proud to have a warm and welcoming nurture room that is used to provide a quiet, calming space for our pupils. Children can access the nurture room in a variety of ways and for many different reasons. Some children attend regular one-to-one nurture sessions for support, whilst others attend as part of a group with a curricular focus. Children with additional support needs may be timetabled to access the room at particular times to suit their needs. Pupils are identified as requiring additional nurture support by school staff, parents, carers and sometimes the child themselves.

### **Emotions Stations**

Within classrooms we have emotions stations that allow the children to identify and communicate their feelings with the class and teacher. This information is then used in a variety of ways:

- To prompt a circle time with the whole class about their feelings
- To prompt a private discussion between the teacher and pupil
- To prompt the teacher to be mindful of how that child is feeling and provide extra support where necessary

### **Mindfulness**

Regular mindfulness and relaxation sessions take place in all class bases. This has a range of benefits for the children including giving them time to think, improve their social interactions and improve happiness levels. It is a proven method of helping children to manage their anxiety and is recognised as being a powerful tool in promoting positive mental health.

### **Seasons for Growth**

Seasons for Growth is a programme being delivered at Riverbank Primary and is for children and young people who have experienced significant change or loss. It is a peer support group that is led by a trained adult and aims to help the participants understand that change and loss are part of life. It helps the children to cope with their grief and the many other emotions they may be feeling. Seasons for Growth helps strengthen the building of personal resilience, social skills and increase their sense of belonging.

Pupil Leadership

**he House System- Positive Relationships**  
**Updated 2023-2024**

**Rationale**

*“Curriculum for Excellence cannot be delivered without good relationships and positive behaviour. The starting point for learning is a positive ethos and climate of mutual respect and trust based upon shared values across whole school communities where everyone can learn and work in a peaceful and safe environment...in helping to create peaceful and positive learning environments with more opportunities for children and young people to be engaged and motivated in relevant and enjoyable learning.” (Building the Curriculum for Excellence through positive relationships and behaviour)*

Within Riverbank Primary, we strongly believe our policies should be created paying close consideration to the UN Rights of the Child. This policy has been devised in consultation with all stakeholders.

*I have the right to an education which develops my personality, respects the rights of others and the environment. **UNCRC, Article 28***

*Children have the right to get the support they need to benefit fully from their education and fulfil their potential. **UNCRC, Article 29***

*Children need to be included, engaged and involved in their learning. **UNCRC, Article 12***

*Wellbeing, positive relationships and an inclusive ethos and culture are the foundation for learning. **UNCRC, Articles 2, 3, 6, 23 & 31***

Building and nurturing positive relationships is key to the development of our children. Teachers praise and encourage children in class regularly and recognise their achievements with feedback on work and behaviour across all areas of learning.

At Riverbank all adults understand:

- All behaviour is communication
- Actively listening without judgement supports relationships.
- Children respond to consistent respectful behaviour displayed by adults.
- We all make mistakes and need to learn from them in a safe, respectful environment.



- Repairing and rebuilding relationships is an important skill for children to learn.

Our practise is supported by our knowledge of Attachment, Child development and our increasing awareness Adverse Childhood Experiences(ACES)

Every child in our care deserves the very best possible experience.

### Aims of building positive relationships

Learners will reflect the values of respect, equality and inclusion in all aspects of school life.

The shared values and principles of GIRFEC will ensure that our children feel:

- Safe
- Healthy
- Active
- Nurtured
- Achieving
- Respected
- Responsible
- Included

The policy aims to help children fulfil the four capacities of Curriculum for Excellence and become Confident Individuals, Successful Learners, Responsible Citizens and Effective Contributors.

The Positive Relationships policy will enable children to:

- Develop a sense of caring and respect for themselves and others.
- Build caring and co-operative relationships with other children and adults.
- Develop confidence, self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

The House System Policy forms part of the over arching Relationships Policy for Riverbank Primary School and Nursery Class.

### Allocation of Houses

The school is divided into five houses:

Calder- Red

Tay- Blue

Clyde- Green

Forth- Yellow

Tweed- Purple

Children will be allocated to a house when they join P1 or when they join the school at a later stage, ensuring that the number of children is fairly balanced between each house. Every child will be given a coloured badge to represent their house. Lost badges can be bought from the P7 House Captains for 20p.

### House Captains

At the beginning of the new session P7 pupils will be given the opportunity to nominate themselves as House Captains. P7 pupils will have the opportunity to canvas votes during presentations to the whole school. The whole school – staff and children will then be able to vote. The Captains will be announced at a whole school assembly and presented with a badge to show their position in the school.

**Captains will be expected to:**

- Be a positive role model and display exemplary behaviour and attitude by following our School Charter at all times
- Organise house competitions throughout the year
- Collect and count up house points each week
- Present 'House News' at assemblies
- Participate in regular meetings with SLT, P7 class teachers, School Captains and Pupil Council.

Captains whose behaviour and attitude is not an example to others will be asked to stand down from the captaincy.

**Awarding House Points**

Each class will have a coloured points chart on display. Master copies will be issued to each class teacher.

Only 1 point should be given at a time. Points should not be deducted. In exceptional circumstances additional points (maximum of 2 will be issued).

It is suggested that points should be awarded for the following:

- Good work in class
- Good behaviour (in class, open area, dining hall, playground, lines etc)
- Good manners
- House events
- Representing the school in activities
- Personal achievements outwith school
- House competitions during assemblies (points awarded by senior management)
- assembly certificates
- Success in house events e.g. inter-house competitions

Points will run from Monday to Friday each week to coincide with our weekly Recognition at Riverbank assembly. Captains will collect points from class charts on a Friday morning and insert them into their house folder. Weekly points will be announced at assembly and displayed on our house wall.

On the last assembly of each month the winning monthly house will be announced. The house will be awarded with an extra house playtime or an award to be decided at a later date through consultation with elected captains.

Each term the overall winning house will be announced. This house will receive a treat decided by the Captain of that house in consultation with the SLT and P7 class teachers.

At the end of the year the winning house will be announced at the end of term service and the Captain will be awarded with a trophy engraved with the house name and year. This trophy will remain with that house until the following June.

The House Committee, comprising of the House Captains and School Captains will meet on a monthly basis and plan a range of activities.

### **Pupil Council**

One pupil from each stage will be elected as a Pupil Council Representative for the year. The Pupil Council will meet regularly to share their views, and the views of their classmates and discuss areas of improvement for the school. This opportunity allows the children to have their voice heard and make decisions about their education.

### **Rights Respecting Ambassadors**

One pupil from each stage will be elected as a RRSA Committee member for the year. The Committee will meet regularly to discuss the children's rights and how they are being taught and embedded within the school. They will make decisions about which rights need to be an area of focus and how they should be introduced. They will be responsible for steering the school through the Rights Respecting journey.

To Be Reviewed January 2025

