

All Saints Primary School & CLB

Promoting Positive Relationships Policy

School Policy building on Inverclyde Council Promoting Positive Relationships Policy and National Government Policy.

Guiding Principles

All Saints Primary and Communication & Language Base (CLB) we have developed a culture that promotes a positive school ethos and culture which prioritises positive behaviour and wellbeing. Our policy is based on our school values of Respect, Honesty, Kindness and Determination.

In All Saints Primary School and Communication and Language Base, we believe that all behaviour is communication and if a child displays distressed behaviour, this may indicate unmet needs. Our aim is to understand and address the needs of the child.

Our aims are to:

- establish open, positive, supporting relationships across the community, where children feel that they're listened to, and where they feel secure in their ability to discuss sensitive aspects of their lives
- promote a climate in which children and young people feel safe and secure
- model behaviour which promotes health and wellbeing and encourage it in others
- use learning and teaching methodologies which promote effective learning
- are sensitive and responsive to the wellbeing of each child and young person

In order to achieve these aims the following objectives are set:

- Celebration of pupils' achievements and successes
- Respecting pupils' views and values
- Celebrating children's work through class/whole school assemblies
- Encouraging self-discipline
- Using praise proportionately and appropriately to recognise positive behaviour, work ethic and effort
- Adopting a fair, consistent and transparent approach throughout the school
- Embedding 'Restorative Practice' strategies throughout the school
- Encouraging honesty and openness
- Working in partnership with parents

Physical Learning Environment

As part of our nurturing approach, the learning environment should offer a safe base. Each class create a class charter aligned with children's rights. We use the CIRCLE resource to help us evaluate our learning environment. We carefully consider and provide:

- classrooms and common areas ensuring that they are not over-stimulating;
- nurture nooks which provide quieter, calmer spaces that can be used to facilitate positive participation and decision making or where additional communication support may be provided;
- enhanced learning spaces outside each classrooms
- therapeutic room for learning which is staffed with an enhanced nurture teacher
- safe opportunities for children to move freely around, which is supportive to the child
- access to a health and wellbeing coach
- nature trail and outdoor areas
- spaces that can facilitate both low and high-stimulus activity to support any specific sensory needs



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Playground/Lunch Hall

Playtime is an ideal time to promote positive social skills. Playground and lunch hall behaviour is monitored by SMT, PSAs and kitchen staff who actively promote positive behaviour during lunchtime and breaks. Playground, school and class charters are used to remind pupils of appropriate behaviour.

Our 'Buddy System' allows for upper school pupils to encourage positive interactions between pupils in the infant department. P7 Monitors act as role models for the pupils throughout the school and they promote and support the school charter.

Universal and Targeted Support

The GIRFEC values and principles, the National Practice Model and the SHANARRI wellbeing indicators supports the delivery of safe, positive, nurturing learning environment in All Saints, where we believe that all children are included, engaged and involved.

All staff have the responsibility to identify and respond to the needs of the children and support their wellbeing and readiness to learn. This forms the basis of both universal and targeted support within our mainstream school and our Communication and Language Base.

Prevention

We use trauma informed approaches to ensure success of our preventative approaches in All Saints. These preventative approaches are used to avoid distressed behaviour occurring. Sometimes however children may experience a stressor that is too great for them to manage. We have **crisis curve support plans** in place for children we have identified who may need additional supports and preventative approaches are indicated within these. These crisis curve support plans have been agreed with parents and children, as all children have a right to have their views sought and taken into account in decisions about them. The plans are regularly reviewed to ensure they are effective. **Crisis curve plans are shared with all relevant staff ahead of transition points in a child's education.**

In our communication and Language Base children sometimes need support to enable them to be actively involved in decisions making about their support plan. Visual supports should be used to enable each child to be actively involved.

Co-regulation and de-escalation

Most children, over time and with support, will learn how to self-regulate when they are distressed. At times however, despite preventative approaches being in place, there will still be situations where a child requires support from adults to regulate their emotions, behaviours and stresses in our school. This is known as co-regulation. At times, anger and stress can escalate quickly. De-escalation strategies can be used to reduce the intensity of a dispute

All staff in All Saints have been trained in co-regulation and de-escalation strategies.

In cases where children have a crisis curve support plan, children, their parents or carers and staff involved in supporting the child, are actively involved in agreeing effective co-regulation approaches and de-escalation strategies.

Pupil and Staff Led Withdrawal

Definition of **pupil-led withdrawal**: *"Where a child or young person temporarily moves away, at their choice, from a situation they are finding challenging to a place where they have a better chance of regulating their emotions and behaviour. The child or young person is free to leave the space they have moved to."*

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A pupil-led withdrawal can be reactive, in response to an unexpected situation, or part of a planned approach. Within a crisis curve support plan, the child, their parents or carers and staff will have previously agreed and documented the details for pupil-led withdrawal. A risk assessment will be required to determine whether this is a safe, recognised support.

Definition of staff-led withdrawal: *“Working with a child or young person to move away from a situation they are finding challenging to a place where they have a better chance of regulating their emotions and behaviour. The child or young person is free to leave the space they have moved to.”*

Staff-led withdrawal in All Saints is trauma informed and trauma-responsive. It can be used in response to an unexpected situation, however it will be part of an agreed approach if the child has a crisis curve support plan.

In some circumstances, where there is a risk of injury, it may be more appropriate to ask other children to leave the immediate area or the learning environment so that it is less stressful for the distressed child.

When staff-led withdrawal is unplanned, there should be a review of the child support. In particular, whether a support plan needs to be put in place and if any preventative approaches could be effective in avoiding distressed behaviour from occurring. The child should then be supported to return to their class, once they are feeling composed, safe and ready.

Physical Intervention

Definition of physical intervention: *“Physical contact carried out with the purpose of providing support to or preventing the actions of a child or young person.”*

Physical intervention can be used in a variety of ways; from being a strategy agreed in a support plan to decisions taken following an immediate risk assessment in an emergency situation.

Non-Restrictive Physical Contact

Staff may use physical contact when it supports a child's learning, wellbeing, or communication needs—*without involving restraint*. Examples include:

- Comforting a child who is upset
- Helping a child who has fallen or needs support
- Supporting children with communication difficulties

All contact should be respectful, appropriate, and in line with safeguarding guidelines.

This policy is reviewed annually.