

LAWTHORN PRIMARY SCHOOL & EARLY YEARS CENTRE



Promoting Positive Relationships
August 2023

Whole School Positive Relationship Policy

RATIONALE

"Curriculum for Excellence cannot be delivered without good relationships and positive behaviour. Children and young people should feel happy, safe, respected and included in the learning environment and all staff should be proactive in promoting positive behaviour in the classroom, playground, and wider learning community. "

Building Curriculum for Excellence through Positive Relationships and Behaviour

In Lawthorn Primary School our starting point for learning is a positive ethos and climate of respect and trust based upon shared values across the school community, including parents. GIRFEC and the UNCRC (United Nations Convention on the Right of the Child) underpin our practice and we strive to work together to promote positive relationships throughout the school.

The school models and holds the following Values for both staff and pupils:

KINDNESS HONESTY RESPECT RESPONSIBILITY

RIGHTS RESPECTING SCHOOL

Lawthorn Primary School is a UNICEF Rights Respecting School. All members of the school community work together to develop an understanding of what it is to be a Rights Respecting School. All classes will, in partnership with children and staff, produce a Class Charter outlining how as a community we are going to ensure children's rights are enjoyed and respected.

AIMS ARE:

Our aim is to:

- To provide a high-quality learning environment which promotes excellence and equity and enables our children to become successful learners, confident individual, effective contributors and responsible citizens.
- To celebrate the talents and achievements of all children to enable them to achieve their full potential
- To work in partnership with parents, carers and our whole school community to maintain a positive school community, where everyone is respected, included and nurtured.
- To promote empowerment, leadership and collaboration at all levels.

CONFIDENTIALITY

It is important that all staff working within the school keep matters pertaining to behavioural issues confidential.

STAFF DEVELOPMENT & SUPPORT

Management staff, in conjunction with the staff development co-ordinator, will provide appropriate support/training for staff. This could be delivered through staff development, mentoring, using staff expertise, external in-service, and/or professional reading.

BULLYING

Bullying is unacceptable behaviour used by an individual or group that hurts the 'agency' of another individual or group either physically or emotionally, intentionally or unintentionally.

Bullying can be:

Emotional	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	pushing, kicking, biting, hitting, punching or any use of violence
Racial	racial taunts, graffiti, gestures
Sexual	unwanted physical contact or sexually abusive comments
Homophobic	because of, or focussing on the issue of sexuality
Direct or indirect Verbal	name-calling, sarcasm, spreading rumours, teasing
Online bullying	All areas of the internet, such as email and social media e.g TikTok, WhatsApp, Snapchat, Facebook and Twitter misuse, mobile threats by text messaging and calls, misuse of associated technology, i.e. camera and video facilities, I-pad, games consoles.

We aim to create an environment where bullying cannot thrive.

*(see our Anti-Bullying Policy)

RESTORATIVE APPROACHES

Relationships are at the heart of Restorative Approaches, built on mutual respect with individuals taking responsibility for their actions. Adopting Restorative Approaches into daily practice supports emotional and social development and equips children and young people with problem solving skills as well as the ability to manage conflict when it occurs.

The Restorative Approaches is based on 4 principles:

Respect
Responsibility
Repair
Re-Integration

These are linked to the affective questions using during a restorative conversation.

For example:

1. What happened? (and then what happened?)
2. What were you thinking at the time?
3. What have your thoughts been since?
4. Who has been affected by this? How have they been affected?
5. What do you think needs to happen now?

*Questions can be adapted to individual circumstance

At Lawthorn we believe Restorative Approaches can lead to more positive relationships between pupils and between pupils and staff. Restorative Approaches may include having a 'restorative conversation'. Pupils will be encouraged to have these conversations allowing them to understand the impact of their behaviours.

NURTURE APPROACH

A Nurturing Approach fits well with many current national approaches and as such is now promoted as a key approach to supporting behaviour, wellbeing, attainment and wider achievement in Scottish schools.

Primary Nurturing Approaches

The Nurturing Approach is based on these principles:

- **Children's learning is understood developmentally.**
- **It is understood that all behaviour is communication.**
- **The classroom offers a safe place.**
- **Nurture is important for the development of self-esteem.**
- **Language is a vital means of communication.**
- **The importance of transition in children's lives is understood.**

Nurturing positive relationships between children and adults working within the school is a major contributory factor in creating a good ethos.

Care Experienced and ASN (Additional Support Needs)

Staff with children who are Care Experienced or with ASN will liaise with management to create, if necessary, a specific individual behaviour plan.

POSITIVE WORKING ETHOS

In Lawthorn Primary staff, parents and children work in partnership to create a positive working ethos.

We each have responsibilities-

Children should be encouraged to:

- Follow school charters and the school values
- Aspire to be a good role model
- Respect everyone within the school community
- Show good manners

Staff should:

- Promote the school values
- Be positive role models
- Promote positive behaviour
- Treat all children fairly and with respect
- Support all children to develop their full potential
- Have high expectations of behaviour

Parents/Carers should:

- Help reinforce the school's values and aims
- Encourage appropriate behaviour
- Support school policies and encourage the children to adhere to them

Developing positive relationships is actively promoted by all staff. Clear expectations of good behaviour are discussed, agreed and laid down in charters throughout the school by staff and children. This is reinforced through weekly assemblies.

Staff have short check in's with children at the beginning of the week this can be in the form of a 'check in' board, one word feelings, or one thing about your weekend. At the end of the week we have check out's; one thing you learnt, one thing you enjoyed or using their thumbs to show how they feel the week has been.

We use North Ayrshire Health and Wellbeing Strategy to support the learning and teaching Food and Health, Mental Health, Physical Education, Planning for Choice, Relationships and Substance Misuse.

Using the GIRFEC (Getting it right of every child) principles we look at the eight wellbeing indicators SHANARRI with every class:

Safe – growing up in an environment where a child or young person feels secure, nurtured, listened to and enabled to develop to their full potential. This includes freedom from abuse or neglect.

Healthy – having the highest attainable standards of physical and mental health, access to suitable healthcare, and support in learning to make healthy and safe choices.

Achieving – being supported and guided in learning and in the development of skills, confidence and self-esteem, at home, in school and in the community.

Nurtured – growing, developing and being cared for in an environment which provides the physical and emotional security, compassion and warmth necessary for healthy growth and to develop resilience and a positive identity.

Active – having opportunities to take part in activities such as play, recreation and sport, which contribute to healthy growth and development, at home, in school and in the community.

Respected – being involved in and having their voices heard in decisions that affect their life, with support where appropriate.

Responsible – having opportunities and encouragement to play active and responsible roles at home, in school and in the community, and where necessary, having appropriate guidance and supervision.

Included – having help to overcome inequalities and being accepted as part of their family, school and community.

Children are supported and taught how to manage their feelings and emotions through the Zones of Regulation. The Zones of Regulation provides an easy way to think and talk about how we feel on the inside and sorts emotions into four coloured Zones; blue, green, yellow, red zones.

At Lawthorn Primary we encourage, promote and reinforce positive behaviours through a whole school approach and within individual classes.

Whole school:

1. Signatures

As children move around the school, positive behaviour can be rewarded in the form of a 'signature'. Classes can receive a signature from an adult in the school and these are visible outside each classroom. At the end of each week the classes with the most signatures in the infant, middle and senior department win 'class of the week' and are rewarded with a certificate in weekly assemblies. The class which has most certificates at the end of each term will receive an additional privilege.

2. House tokens

Every pupil from P1-P7 belong to one of the four school houses, Kirkgate, Seagate, Rivergate or Bridgegate. When a pupil follows our school values, makes a positive contribution in class or assembly, they can be rewarded with a house token from staff. These are put into house jars in each department. All staff have house coloured tokens to award (10 points) and purple tokens (50 points). House Captains count the tokens at the end of each term with a running total visible in the Gym Hall. The house with the most points at the end of the year will receive a special treat.

3. Certificates

Each week, at assembly, certificates will be given out in line with our school values.

In Class:

Each week, positive behaviour will be acknowledged, celebrated and rewarded in various ways. This could include:

- Stickers and stamps
- Verbal Praise
- Recognition Board
- Note of praise sent home
- 'Wonderful Work' on display in class