

# St Mark's Primary School and Early Years Class



## Promoting Positive Relations Policy

*September 2023*



## **Rationale**

The Promoting Positive Behaviour Policy at St Mark's Primary School and Early Years Class covers all aspects of the school, contributes to the development and maintenance of positive relationships and supports our Catholic school ethos. Members of the school community are expected to help contribute towards a positive and purposeful learning environment.

**Our school policy is based on our *REAL* school values:**

**Relationships  
Expectations  
Achievement  
Love**

## **Aims**

*Through this policy, we will...*

- Create a sense of community and shared values through a supportive framework followed by the whole school community.
- Create a caring, nurturing atmosphere in which teaching and learning can take place in a safe and happy environment.
- Teach, through the school curriculum, values and attitudes as well as knowledge and skills.
- Promote responsibility among individuals, support regulation and encourage in children a respect for themselves, for other people and for property.

## **Expectations**

- All children and adults are expected to support the school values.
- Children are encouraged to be proud to be part of St Mark's Primary School and represent the school wearing the uniform.
- Children should always walk around the school.
- Safe behaviour and respectful language is expected at all times.

These have been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning. We are especially aware of the needs of some children who may need special support according to their needs.

## **School Rules**

Our school rules are displayed and shared with the children as a means of communicating our expectations in child friendly language. We have chosen three rules that will be used in all aspects of school life. We have made them easy to recall. These are to be used consistently by everyone. The children are asked to:

- **Be Ready**
- **Be Respectful**
- **Be Safe**

## **St Mark's Stars**

Certificates celebrating achievements are awarded throughout the year during assembly. Children who are presented with a certificate will have their photo taken for the *St. Mark's Stars* display.

## **Restorative Approaches**

Restorative approaches are built on values, which separate the person from the behaviour. They promote accountability and seek to repair any harm caused in a situation. Restorative approaches can change the emotional atmosphere in a school and lead to more positive relationships between pupils and between pupils and staff.

## ***Examples of conversations could include:-***

- I've noticed that you are unhappy, upset, angry...
- I need you to...
- Can you tell me what happened to you during interval?
- How did that make you feel?
- What were you thinking about at the time?
- How did it make the other person feel?
- What do you think needs to happen now?





## **Nurture**

Nurture, as a practice, means relating to and coaching children and young people to help them form positive relationships, build resilience and improve their social, emotional and mental health and wellbeing. When used in school, nurture improves attendance, behaviour and attainment, and ensures every child is able to learn.

In St Mark's, we aim to follow the six principles of nurture which help staff to focus on the social and emotional needs and development of children and young people. They form the basis of nurture groups and are applied through a whole school nurture approach.

1. Children's learning is understood developmentally.
2. The classroom offers a safe base.
3. The importance of nurture for the development of wellbeing.
4. Language is a vital means of communication.
5. All behaviour is communication.
6. The importance of transitions in children's lives.

## **Roles Within St. Mark's Primary**

### **The Role of School Staff**

Our staff will...

- Use Restorative Approaches towards conflict resolution.
- Use age and stage appropriate consequences e.g hurt someone outside...you will have a task to do inside during break. *(This should be agreed with SLT to ensure someone is able to be with the child at this time.)*
- Communicate clearly with parents.
- Be fair and consistent with approaches.
- Have a nurturing approach to all.
- Support the health and wellbeing of the St. Mark's Community.

### **The Role of children**

Our children will be encouraged to...

- Build positive relationships, show self-discipline and respect, both in school and in the wider community.
- Develop a positive ethos within the school. This will be reinforced in assemblies and in class.
- Co-operate and demonstrate a positive attitude and a growth mind set.
- Take on extra responsibilities such as buddying, house captains, tooth brushing, monitoring etc. and are expected to model good behaviour to younger children.

### **The role of Parents/Carers**

Parents can help by...

- Recognising that this policy requires close partnership between parents/carers, staff and children.
- Discussing the school rules and values with their child, emphasising their support of them.
- Attending Parent/Carer Evenings, events and engaging with the school.
- Knowing that learning and teaching cannot take place without positive relationships.
- Understanding that positive relationships support teaching and learning.

### **The Role of the Community**

The School liaises with a range of bodies, as appropriate, to support and promote positive relationships. These may include:

- The Church Community
- Educational Psychologist, CAMHS, Social Services, Speech & Language Therapy
- Fire Service and Community Police
- Shops/Businesses

### **Understanding the School Rules**

Each teacher will lead a discussion about our rules, values and create a class contract at the beginning of the school year. Below gives some ideas of things that might be covered by each rule but these should be decided with the children at an age appropriate level. e.g.

<b>Ready</b>	<ul style="list-style-type: none"> <li>• Look at the person who is speaking</li> <li>• Come into the classroom calmly and promptly in the mornings and after playtime/lunchtime</li> </ul>
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	<ul style="list-style-type: none"> <li>• Good listening</li> <li>• Get involved in class/group discussions</li> <li>• Face new challenges</li> <li>• Wear uniform</li> </ul>
<b>Respectful</b>	<ul style="list-style-type: none"> <li>• Be kind and polite</li> <li>• Care for school property and the property of others</li> <li>• Be honest</li> <li>• Follow instructions</li> <li>• Wait for our turn to speak</li> <li>• Show good manners</li> <li>• Follow our school rules and model our school values</li> <li>• Understand that not everyone has the same views</li> </ul>
<b>Safe</b>	<ul style="list-style-type: none"> <li>• Safe hands and feet</li> <li>• Walk at all times inside the school building</li> <li>• Use lesson resources / playground equipment sensibly</li> <li>• Keep chair legs on the floor</li> <li>• Know and follow the fire procedures</li> <li>• Treat other people kindly</li> </ul>

### Consequences

Natural and logical consequences are those that relate to the context of the behaviour that has taken place. Consequences that have little connection to the child's behaviour can be meaningless, ineffective and can feel coercive, which can result in a long-term negative impact. Consequences, however, can be useful, when used in the context of effective nurturing practice. Where possible, consequences should be relational and educational. When children and young people see the natural or logical consequence of their actions, this can help them to learn about the impact of their behaviours.

Natural consequences are those that would tend to occur as a natural response to behaviour, e.g. other children stop playing with the child if they are not cooperative.

Logical consequences tend to be decided upon by adults and are characterised by being related, respectful, reasonable and helpful.

<b>Related</b>	Ensure that the action following the incident is connected to the incident e.g. efforts to repair what is damaged, or tidy what has been messed up.
<b>Respectful</b>	Ensure that the consequence does not shame or humiliate the child. The adults accept that the child already feels bad and doesn't focus on blame, e.g. the adult may allow the child to have some choice in the consequences used.
<b>Reasonable</b>	Ensure that the action following the incident is appropriate to the child's age and stage, e.g. enhanced supervision is organised after behaviour that has failed to take into account the safety or regard of others.
<b>Helpful</b>	When the child has learned something about the impact of their behaviour – restorative approaches may be included within this.

Examples might include:

- **Related** – if you knock over a pencil tub you tidy it up.
- **Respectful** - asking the child/young person what they think should happen next.
- **Reasonable** - child has to stay with an adult at break-time because of unsafe behaviour. (This could be an adult in another playground)
- **Helpful** - when a young person has a conflict with a peer – they are guided to mend the relationship with the peer and have learned about the impact of their behaviour.

Both restorative approaches and the use of natural and logical consequences can fit well within a relationship-based approach as they are about helping children and young people learn about the impact of their behaviour.



Our policy is based on encouraging children to make sensible choices and putting things right when possible. If a child does not follow one of our school rules, the following actions should be followed with children moving to the next point if the behaviour continues or worsens:

1. <b>Recognise</b>	Reminder of what rule is not being followed. <i>"Are you ready and showing respect?"</i>
2. <b>Remind</b>	Reminder of the rule that has been broken and issue a verbal warning. <i>"You are talking when you should be listening."</i>
3. <b>Resolve</b>	Request to correct the behaviour. <i>"Please stop interrupting, or there will be a consequence. You may have to pay back time you are wasting during break".</i>
4. <b>Reflect and Repair</b>	A consequence will be issued which reflects the actions. The behaviour will then be discussed with the adult and consideration given as to how best to repair the problem. <i>e.g. miss a break, apologise to those that have been affected, decide what you need to stop/start doing.</i>

### Communication with parents

To ensure we work in partnership with parents, this information will be shared through a Parent Contact Letter. The note should be brief and signed by the member of staff. The parent should then sign and return the note to school. If the note is not returned, a text message will be sent asking the parent to respond to the note or contact the member of staff.

For more serious behaviour e.g. causing physical harm, damaging school property, which goes beyond breaking the rules, the adult dealing with the situation will need to use their professional judgement over the best course of action ensuring the safety of children and staff first. A restorative discussion will also form part of the process. The School Leadership Team can support staff on what action is best.

Consequences for serious behaviour will depend on the **age, stage and understanding** of the child. These may include:

- A conversation with the Head Teacher, Depute Head Teacher or Principal Teacher.
- Withdrawal from playground for a period of time.
- Communication with parents informing them of the issue.
- A meeting with parents.
- Communication book or system.
- Multi agency meeting involving parents and support agencies.

Some children may be beyond normal incentives and consequences. These children may be unable to recognise the normal boundaries of behaviour. They can be distressed, unhappy, angry or traumatised. To help children break out of this negative pattern, agencies will work cooperatively to support the individual needs of the child, so that they can experience success.

### Supporting Agencies

At times, children may need a little extra support in order to manage difficulties with regulation, relationships, friendships, etc. These supports may include any of the following:-

- Core Nurture
- Afternoon Nurture Groups
- Area Inclusion Worker
- School Nurse
- School Counsellor
- Family Centred Wellbeing Service
- Early Years Inclusion Support Team

### Disengagement

A child who is not responding or responding inappropriately may need time to regulate their emotions. This will be supported by a member of staff.

### Admissions, Attendance and Exclusion

Please refer to North Ayrshire Council's policies on Admissions, Attendance and Exclusion.

