

Newmains Primary School Relationship Policy 2023



"Newmains Primary School C.A.R.E.S"



Aims of the Policy:

At Newmains Primary, the best interest of the children in our school is top priority.

We are guided by research into trauma, attachment and nurture, and our Relationship Policy reflects the good practice that has been going on in our school for a number of years now.

Our Relationship Policy has been designed to reflect this and ensure the wellbeing of the children and adults in our school.

The aim of the policy is to maintain a school climate that is based upon positive relationships between adults and young people, where the children can learn the necessary skills to help them succeed in relationships with their peers, adults, and wider community.

NHS Scotland

The Scottish Psychological Trauma and Adversity Training Plan

“Trauma is everybody’s business. Most people are likely to know or work with someone who has experienced trauma and adversity in their lives.

When the work we do also brings us into contact with people who are affected by trauma, there is an added responsibility to recognise this, adjust how we work to take account of the impact of trauma, and respond in a way which supports recovery, does no harm and recognises the needs that people have.

Trauma-informed organisations are those that integrate the principles of safety, trustworthiness, choice, collaboration and empowerment into all aspects of their work and commit to ensuring that physical environments, staff behaviour and organisational policies and procedures reflect trauma-informed principles and values.

Safe and supportive relationships are known to be key in fostering resilience and in enabling recovery following adversity and trauma. For this reason, it is important that workers recognise the potential for each contact they have with people affected by trauma to afford safety, enhance resilience and promote recovery.”



Our trauma informed practice:

- (1) Relationships
- (2) Core values
- (3) Nurturing Approach
- (4) Dealing with conflict/Restorative Practice
- (5) Rights Respecting Schools – Rights based approach
- (6) Solihull Approach
- (7) Continuity of interactions with our young people, especially when they are distressed.
- (8) Family Involvement
- (9) Community voice

(1) Relationships

We define relationships as how people behave towards each other. Building positive relationships is essential; when children feel connected to their teachers, it motivates and reinforces their want to attend school and learn.

We build positive relationships amongst the school community in several ways:

- Staff know the children on an individual basis and spend time getting to know them and their needs.
- Almost all staff have received training in the Solihull Approach.
- We show and encourage compassion; everyone has different needs.
- We show and encourage empathy.
- An awareness of how our actions impact on other people.
- Each class has a Class Charter designed to promote positive behaviours and ethos.
- An acceptance that children will make mistakes and display behaviour we might not like. However, just as we help the children learn from mistakes in numeracy or literacy, we need to help them learn from their mistakes in their behaviour.
- We actively promote our school values – Newmains C.A.R.E.S

(2) Core Values



This shapes our school motto of “Newmains CARES” and our vision at Newmains Primary which is that **we believe that every child has a right to the best education possible in a safe, secure, and happy environment**. The whole school community has a shared responsibility to nurture each child so that they enjoy their childhood and achieve their full potential.

Newmains Primary School core values were refreshed at the end of 2021. We consulted pupils, parents/carers, staff, and visitors to the school to create a short list of potential values. These were shared with everyone as a final vote. The new values and new logo were shared with pupils and the community in January 2022. Through Health and Wellbeing lessons, weekly online assemblies, and encouragement by all staff, we are embedding the new values in the school.

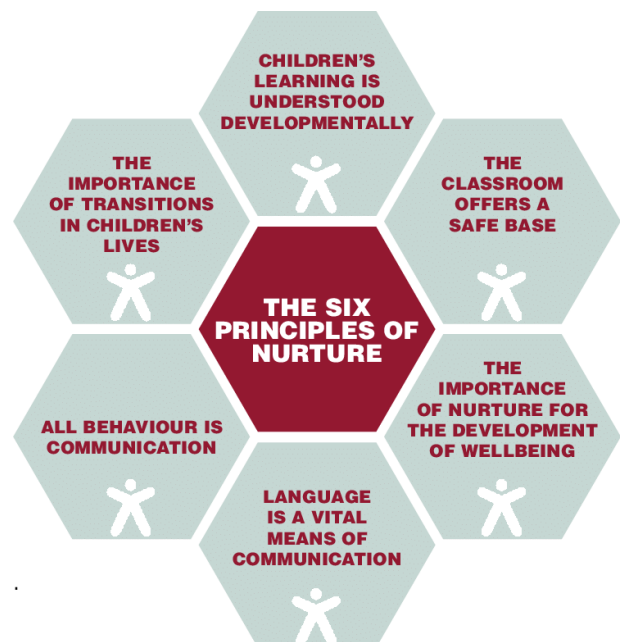
Newmains C.A.R.E.S

- Community
- Achieve
- Respect
- Everyone
- Safe



(3) Nurturing Approach

A nurturing approach offers children a range of opportunities to engage with missing early nurturing experiences. This helps children develop necessary social and emotional skills that help them relate with their peers and engage in their learning. These skills help build their resilience. Resilience is a vital skill to learn as it gives children the capacity to confidently deal with the trials and tribulations of everyday life; skills for learning and life.



Newmains Primary nurturing approach looks like:

- Seeing the child, not the behaviour.



- Emphasis on positive relationships between staff and the school community.
- Meet and greet.
- Emotional check-ins.
- Calm corners in classrooms.
- Restorative rights-based approach to resolve conflict.
- Shared area and quiet rooms.
- Use of Solihull Approach.
- GIRFEC and Wellbeing indicators.
- Emotional literacy developed through use of Emotion Works.
- Use of Friendship Terrace in infant department.
- Zones of Regulation displays and vocabulary used to develop emotional literacy.
- Regulation Station for senior pupils
- Nurture Room/Family Room.
- Lunchtime clubs.



The new school building has a more inclusive design. the class fronted classrooms and shared areas are helpful for children who are feeling overwhelmed in the classroom. They can spend some time in the shared area, under supervision of the teacher or ASNA, until they feel ready to return.

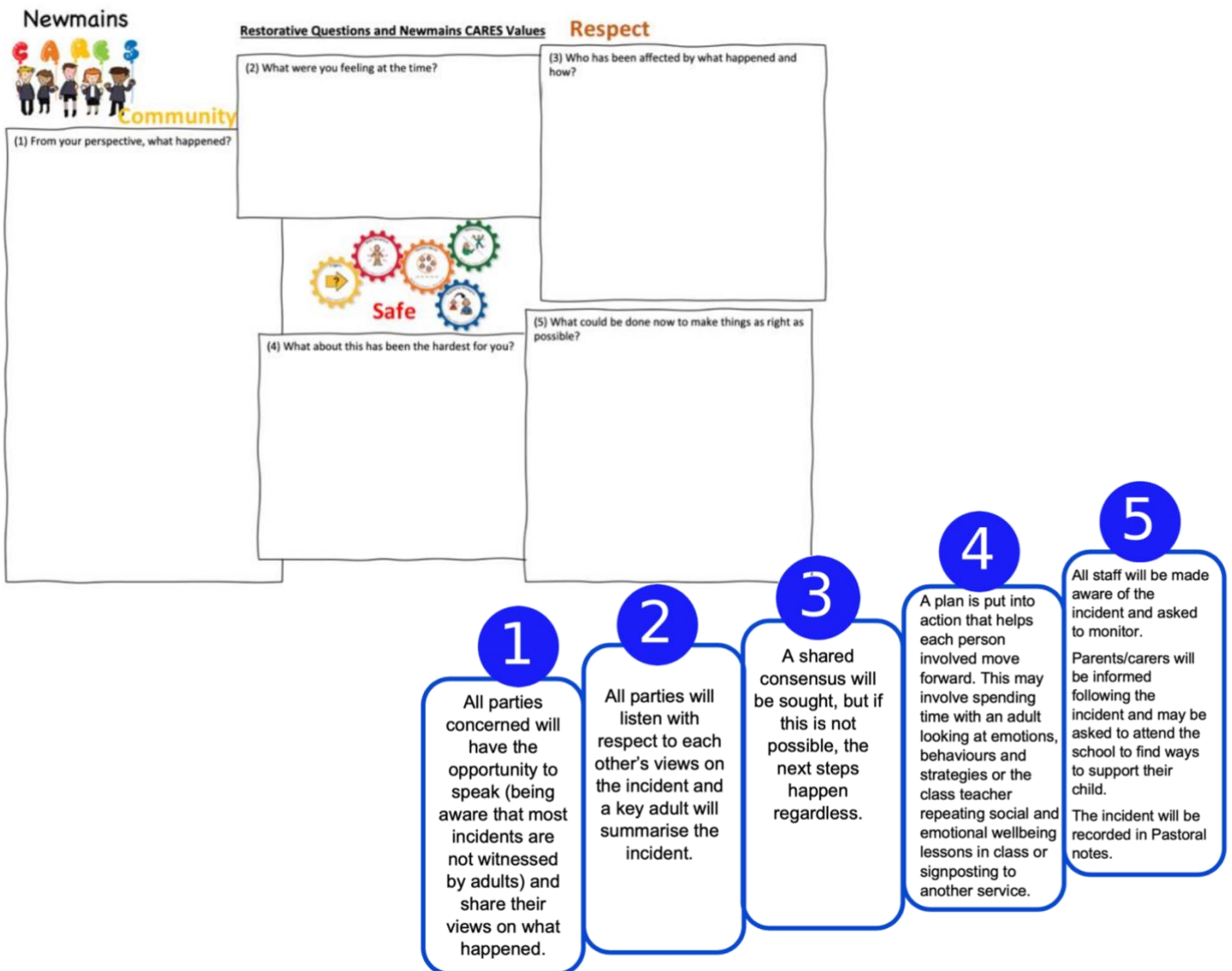
(4) Dealing with conflict/Restorative Practice

Conflict is unavoidable within schools as children increase the frequency of their social interactions within a diverse group. Add to this, immature social skills and we have conflict.

It is important to teach children peaceful ways to deal with conflict and learn how to manage themselves with increasing success for future interactions. The key word in this is 'learning'; we want the pupils at our school to learn how to interact and maintain friendships.

We achieve this through restorative practise using the education programme Emotion Works to help develop emotional literacy:





The adults in the school do not always see what happened, the restorative approach takes this into account. Not forcing an apology is also related to this. But, ultimately, learning from mistakes is our key aim.

Forcing an apology is often a pointless exercise. Ensuring learning has occurred is more likely to impact on future behaviour. Children like to shake hands and move on; this is a good way to end the restorative practice. In serious cases, families of all concerned are contacted and informed, but most conflict can be effectively dealt with in school



(5) Rights Respecting Schools – Rights based approach

In Newmains Primary, we are a Gold Rights Respecting School.

In our school, pupils understand that rights are something everyone has. No one has the power to give them or take them away. There are no conditions attached to them.



When we teach our pupils about rights, they learn that not only do they have rights themselves, but everyone else has them too.

When enjoying their rights, pupils have a duty to make sure they do so in a way that doesn't deny other people theirs.

A rights-based approach encourages responsible behaviours and restorative conflict resolution.

We try and avoid punishments as a way of dealing with conflict. Teaching pupils how to avoid making the same mistakes again by talking to an adult, once everyone is calm, is by far the better option. This is often misinterpreted as not dealing with conflict, but research and experience informs us that is the most beneficial way.

All adults in Newmains Primary model rights respecting behaviour and use rights respecting language to reinforce our school values and relationship policy.

(6) Solihull Approach

Almost all Newmains Primary School staff has received training in the Solihull Approach and use this knowledge to support their interactions.

The Solihull Approach is a UK programme, developed with the population of the UK and with research carried out on the UK population.



The Solihull Approach aims to increase the health and well-being of our school community by improving staff's skills and understanding on children's emotions and behaviour.

Underpinning the Solihull Approach:

- All behaviour is communication.
- Understanding brain development and the importance of interactions.
- Containment – helping others cope with their problems.
- The Dance of Reciprocity - the importance of good communication and understanding the need for repair when communication has been ruptured.
- Behaviour for learning – culmination of learning leads to better understanding of behaviour and consequently, better at helping our young people manage theirs.



Before reacting to a child's behaviour, The Solihull Approach teaches us to pause and consider these three key questions:

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- What is the developmental age and stage of the child?



Not all children's emotional maturity matches their chronological age.

-
- What changes have taken place for them or their environment recently?



Change is unsettling and often not the child's fault.

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- How well can your child communicate their needs?



Children's emotional literacy varies and often anger is masking the real emotion such as sadness or disappointment.

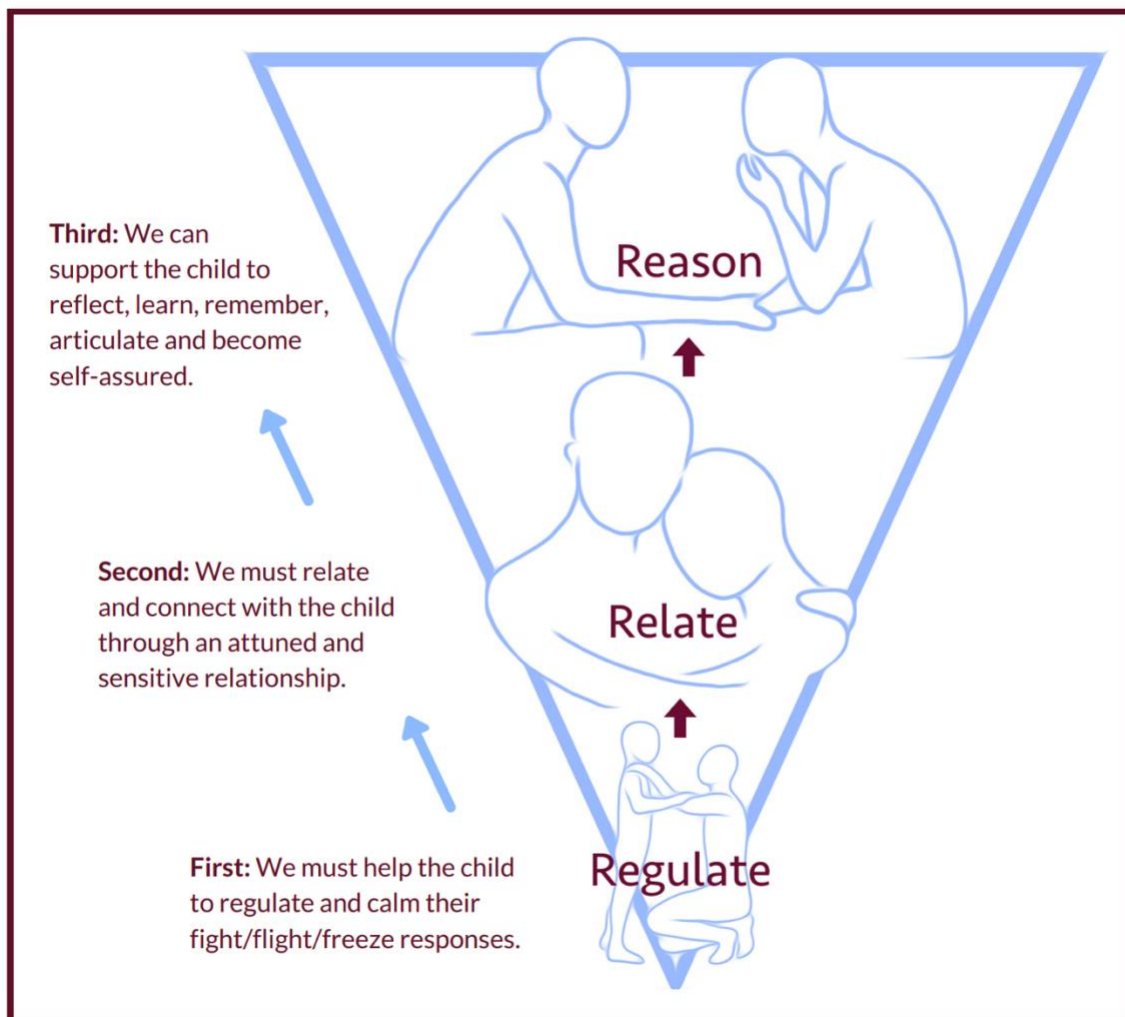
(7) Continuity of approach

As part of the 2019-20 School Improvement Plan Priority 3 - ***to improve the children's health and wellbeing through becoming a trauma informed school***, we created a script that outlined an approach that all staff will use when interacting with a distressed young person. It is essentially a restorative exercise that can be delivered quickly in response to distressed behaviour.



Summary of approach:

- Space and time to calm down.
- Once everyone is calm, check emotions and label these if necessary.
- Explore events.
- Reflect on events and behaviour.
- Plan positive alternatives using Emotion Works or Zones of Regulations learning.



(8) Family Involvement: We aim to improve our work in partnership with our families, recognising them as the experts on their child, and we have striven to better understand the different ways families can help their children. Involvement by families includes:

- attendance at school events/communication with school,
- helping children with homework,
- encouraging and motivating their children with regards to the importance of school.

We have recently written a Family Involvement Strategy following a consultation with pupil families. It was during this consultation that the term Family Involvement was decided on in place of Parental Engagement as it was seen as a more inclusive term, representing the diverse families we have in our school community.

We aim to develop strong relationships with families to ensure the best outcomes for our school community.

Families can contact us about any concerns or queries:



01698 274 924



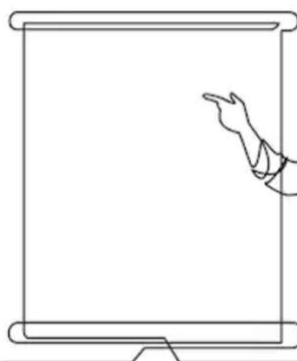
enquiries-at-newmains@northlan.org.uk



(9) Community Voice

Children's voice- we surveyed the pupils, asking them to rate the important qualities that a teacher needs to form positive relationships. The responses rated highest are summarised:

My teacher respects me.



My teacher gives everyone what they need to be the best they can be.

My teacher should be friendly.

My teacher is approachable, and I can easily ask her/him for help.

Some of my classmates need extra support from the teacher. This is OK.

My teacher should help me with my emotions.

My teacher should encourage me to do my best.



Additional Comments

My teacher should be *“understanding, helpful and supportive of things going on at home.”*

“I want my teacher to understand how people feel and their emotions.”



(9) Parent/carer's voice

The parents and carers of Newmains Primary School were asked to rate statements connected to the Relationship Policy.

These statements support the key points in the new Relationship Policy demonstrating an agreement amongst the school community.

Relationships are central to positive behaviour – I believe in promoting Positive Behaviour and support a Relationships Policy.	★ ★ ★ ★ ★ 4.83 Average Rating
I have a high expectation of my child's behaviour.	★ ★ ★ ★ ★ 4.66 Average Rating
I will ensure that school staff are aware of any additional needs or personal circumstances which may result in my child displaying behaviours which are not typical of them.	★ ★ ★ ★ ★ 4.76 Average Rating
I will attend meetings with the Head Teacher or other staff to discuss my child's behaviour.	★ ★ ★ ★ ★ 4.85 Average Rating
I agree that speaking with people in a calm manner is the best way to be heard and understood.	★ ★ ★ ★ ★ 4.76 Average Rating
I will work with the school and help them support my child's positive behaviour.	★ ★ ★ ★ ★ 4.66 Average Rating
Listening to both sides in a conflict situation is important.	★ ★ ★ ★ ★ 4.83 Average Rating



Keeping calm when a child is angry or upset is important.	 4.88 Average Rating
Spending quality time with my child helps them to be ready to achieve their best in school.	 4.83 Average Rating



Parents who completed the survey were also given the opportunity to add any additional comments. Below are the key points summarized:

- *“There is no such thing as a bad child.”*
- *“Positive relationships are paramount throughout a child’s life.”*
- *“Anyone who works with children should be trauma informed.”*
- *“Communication is key.”*
- *“Class[rooms should] look bonded, close knit and a wee community within a wider community.”*
- *“Always listen....even when the topic appears trivial because what is important to a child is not always understood or deemed important to the adult. Active listening goes a long way to understanding.”*
- *“Behaviour is communication [and] recognising unmet needs and/or skills to be learned.’*
- *“Do away with shaming behaviours.”*
- *“Positive reframing of language and requests made.”*
- *“Addressing children’s emotional vocabulary/literacy.”*



These statements link with the new Relationship Policy and reflect the good practice within Newmains Primary School surrounding positive relationships, Solihull Approach and Trauma training.



CREATED: March 2020

Revised: April 2023

