



## Purpose

At Inchinnan we are focused on wellbeing and relationships. We promote a nurturing ethos and aim to support each child to feel good about themselves and a valued member of our school community.

A Nurturing approach will support wellbeing, attainment, behaviour and achievement in our school. We are developing nurturing approaches because we recognise that positive relationships are central to both learning and wellbeing.



This policy and procedures document should help to establish and maintain positive relationships and mutual respect resulting in a positive learning community and a supportive and restorative ethos. The views of staff, parents and pupils within our learning community were taken into account when developing this policy.

## School Aims

At Inchinnan Primary School our aims are to

1. Provide a relevant and challenging curriculum which ensures breadth and depth in line with Curriculum for Excellence
2. Celebrate achievement and attainment
3. Provide a variety of learning and teaching approaches which encourage personalisation and choice
4. Promote equality and respect by supporting all
5. Foster a welcoming, safe, happy and healthy learning environment
6. Encourage positive partnerships within school which extend to the wider community

Our aim as a school is to foster a positive, inclusive ethos where all children are encouraged to achieve their full potential in a nurturing environment which supports and celebrates diversity in all forms. Our policy intends to manage relationships sensitively, upholding children's rights to dignity and respect at all times.

## Our Vision and Values

At Inchinnan Primary, effective relationships are built on our core values. Developing good relationships and positive behaviour in the classroom, playground and wider community is essential for creating the right environment for effective learning and teaching. We role

model positive relationships by demonstrating and actioning these values in our interactions with others. Everything we do is underpinned by our values.

Our school values are:

### ***Respect, Trust, Kindness, Teamwork, Perseverance and Equity.***

Where children feel included, respected, safe and secure and when their achievements and contributions are valued and celebrated, they are more likely to develop self-confidence, resilience and positive views about themselves.

The school values and rights respecting behaviour will be consistently promoted throughout the school to reinforce positive behaviour and create a safe, nurturing environment and our community strive towards achieving our vision statement of

### ***Small School, Big Aspirations.***



## Children's Rights and the U.N. Convention

At Inchinnan we promote and protect Children's rights. Our staff are trained in understanding Children's Rights' and how they are part of our values. Our positive relationship policy focusses on Articles 2 and 28 detailed below.

**Article 2 1.** *States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.*

**Article 28 1.** States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular: (a) Make primary education compulsory and available free to all.

**Article 28 2.** States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.

The UNCRC (Incorporation) (Scotland) Bill was introduced to the Scottish Parliament on the 1<sup>st</sup> September 2020 and was passed unanimously on the 16<sup>th</sup> March 2021. The main purpose of the bill is to bring the UNCRC into Scot's Law.



## Partnership

At Inchinnan we want to strengthen our positive partnerships between the school and our families as we believe it is central to our pupils achieving their potential.

### **Families**

Our school aims to create a trusting, positive and welcoming environment. Supporting and respecting parents / carers as key contributors to the wellbeing and education of their children. Parents will ensure their children understand their rights as well as responsibilities and how this relates to their behaviour. Parents are encouraged to communicate with the school regarding any issues that would affect their child's learning and wellbeing. Parents should work in partnership with the school to support their children in meeting behavioural expectations and supporting school values.

### **Staff**

We recognise that all school staff have a role to play in establishing the positive relationships that are required to promote healthy, social and emotional development. Staff will model expected relationship behaviours. Staff will investigate playground incidents and take appropriate action following on from this. Staff will display equity by differentiating their response depending on individual needs. Staff will use praise to recognise positive choices.

### **Pupils**

At Inchinnan, we celebrate success, we build on skills and strengths and create an environment where we can all reach our potential. Our pupils should feel supported and challenged in their learning. Pupils are expected to personify the school values through attentive listening, trying their best, being organised and treating all staff and pupils with respect.

*‘Visible consistency with visible kindness allows exceptional behaviour to flourish.’*

*Paul Dix*

## Positive Strategies

The following positive strategies will be used consistently by all adults in the school to ensure that all children feel they are valued members of our school community and are motivated to always try their best. These approaches exist to develop relationships, engagement and emotional wellbeing.

### ▪ **Whole School Assembly**

Weekly assemblies play an important part in the life of the school and in helping pupils celebrate their achievements. Rewards and recognition contribute to respectful behaviours because they help to build and maintain positive relationships between staff and pupils and between all pupils. Consistent use of the school’s rewards and recognitions are used for all pupils; but particularly to reinforce desirable behaviour in those pupils who need support in their behaviour.

### ▪ **House Points**

Our school uses a House Point system to encourage rights respecting behaviour and good work. We have four school houses:- India, Beardmore, Old Greenock and Luckinsford. Each pupil and staff member are part of a House. Children are allocated to a house in Primary One. Siblings will be in the same house. Each house has a Captain and a Vice Captain from Primary Seven. House points are collected by pupils who demonstrate ‘over and above’ behaviours (more than good manners). One or two house points are awarded at a time. House points are counted weekly and announced at Assembly. Pupil achievement is celebrated at the end of each term and is decided by the members of the winning house. The house with the most points overall at the end of the school year will win the ‘Shield of Recognition’ at the Valedictory Service.

### ▪ **Meet and Greet**

The way a child starts their day of learning can set the tone for pupils’ behaviour throughout the day. At Inchinnan we want to provide an environment that will lift the mood of pupils, encourage good relations and boost self-esteem. All our staff will create a welcoming environment and will begin each day with a positive greeting or saying something positive to others.

### ▪ **Golden Book**

We celebrate and share our learning community’s wider achievements in our school Golden Book. Children can share their achievements and they are acknowledged and celebrated at the weekly assembly.

- **Positive Praise**

Positive Praise will be regularly given by all staff and attention to effort and achievement.

- **Awards and Certificates**

Certificates are awarded at assembly. Class teachers nominate two children from their class each week for Star of Week, and either Values Award, best work, Curriculum for Excellence or Health Award. A letter from head teacher is sent home celebrating the achievement of Star of the Week award.

- **Class Rewards**

Class teachers will decide on their own set of rewards, but a common core may include stickers, stampers, written comments, verbal praise, dojo points, as well as sending pupils to Head Teacher,

- **Seesaw**

Seesaw is a secure online platform for pupil engagement. It is a digital portfolio that gives insight into your child's school day. Staff empower children to create, reflect and share their learning. It also allows the school to communicate with parents and share children's successes.

- **Golden Choices**

Each class will celebrate behaviour in a positive way. Classes will agree a focus to work towards and all children will have opportunities to gain house points towards a term house party.

Golden Choices will take place monthly and will involve the whole school engaging in activities in human rights, citizenship, creativity, community, and enterprise. These rich experiences are a unique opportunity for our entire school to come off timetable and immerse in learning about, experiencing and celebrating skills for learning, skills for life and skills for work. It's a chance to support the development of the attitudes, skills and values that will prepare our learners for 21<sup>st</sup> century living. Children will choose which activity they would like to undertake and they are given the freedom in how, what, when and where they learn. This is to increase learners' choice.

- **School Scripts**

Nurturing behaviour scripts are an effective tool to use as a calm, effective and consistent response to good and inappropriate behaviour in the classroom. Staff at Inchinnan will use appropriate responses to reinforce expectations and help in de-escalating any behaviour that doesn't reflect our school values.

## ▪ Wellbeing Check ins

Our school uses the 1-10 personal wellbeing scale to measure emotional and mental wellbeing of children. Regular check ins with children can help staff identify, meet and address the needs of our children.

## ▪ Small Deal, Big Deal

The Big Deal / Little Deal approach is used by staff to help children differentiate big deal situations that require adult intervention to those things children are capable of handling on their own. Once they have learned the difference and know the strategies, children are better equipped to cope with and handle difficulties independently.

## ▪ Class Charter

A class charter is a set of rules, promises or guidelines that children and teachers have all agreed on for the classroom, based on **United Nations Convention on the Rights of the Child (UNCRC)**. They are created at the start of the new term to help children understand that they have certain rights in the classroom. These rights are important, as they help to keep them safe and happy in school.

## Restorative Approaches

Restorative means to repair, rebuild or renew. The intention of restorative enquiry is to keep the door open to communication and to encourage reflection, ownership and responsibility.

Restorative Approaches can change the emotional atmosphere in a school and lead to more positive relationships between children, and between children and staff. Our policies and procedures enable us to develop an ethos where the possibility of conflict and harm is reduced and ensures a focus on the importance of restoring good relationships.



The focus on developing positive relationships reflects Inchinnan Primary's School Values – **Trust**, **Equity**, **Perseverance**, **Respect**, Teamwork, **Kindness**. It does not mean actions are consequence free, but we do seek to continuously model and teach children the skills to manage relationships.

Our restorative approach, may include having a 'restorative conversation'. All staff will use restorative language and 5 key questions to allow our children to understand the impact of their behaviours: A Restorative Approach will follow the structure of: resist, persist, unite, repair

- explanations
- conversations and 5 key questions (outlined below)
- conflict resolution

- behaviour linked to impact

The intention of this approach is to keep the door open to communication and to encourage reflection, ownership, and responsibility - reinforcing positive choices.

## 5 Key Questions

- **What happened?**
- **What were you thinking?**
- **What were you feeling?**
- **Who else has been affected by this?**
- **What do you need now so that the harm can be repaired?**

More serious incidents may require practitioners to hold a formal meeting and involve parents or families where appropriate.

Restorative practices work well as a blended approach and should be used appropriately. There may be occasions where behaviours should not see the children involved sit together to discuss what happened. We will be mindful of the dynamics of situations, and balance the risk where someone may be fearful, worried, or anxious about the impact of a face-to-face discussion.

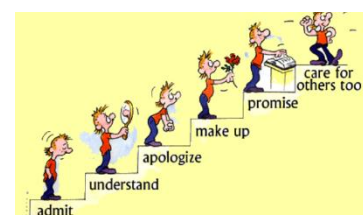
## Natural Consequences

***‘Children need people, not punishment. It is time we gave them what they need to succeed, not simply what we feel they deserve. Exclusion and heavy sanctions rarely meet the needs of the child.’***

**Paul Dix**

We have an approach at Inchinnan that seeks to teach our children about natural consequences. Our aim is to link behaviour to actions. This does not mean behaviour is consequence free as some consequences can be very serious. The goal is to help children learn that their behaviour has an impact on themselves, others, and their environments. E.g., if we break something, we do not have it to use; if we make a mess, we can help clean it; if we hurt someone’s feelings, we make amends. If someone is aggressive or hurts someone outside, they may have to come inside as a result.

We encourage kindness and for children to build on their sense of responsibility.



Teacher's will deal with almost all behaviours which take place in the classroom. The senior leadership team will support in a variety of ways to minimise disruption to teaching and learning time.

## Restorative Plan

The restorative plan below is a sequence of steps that will be used by all staff to ensure consistency in guidance and language throughout the school. The expectations of behaviour choices and boundaries for the children are clear and predictable.

Aspirations for best behaviour	<ul style="list-style-type: none"> <li>• Staff will model positive behaviours and build relationships.</li> <li>• Refer to Class Charter and the behaviours they expect to see.</li> <li>• Acknowledge good behaviour choices</li> <li>• Use positive praise</li> <li>• Positive reinforcement to re-engage</li> <li>• Re-explain task if needed</li> <li>• Use non-verbal reminders</li> <li>• Listen to the pupil</li> </ul>	
<b>Restorative Plan</b>		
	<b>STEPS</b>	<b>Support Actions</b>
1.	Redirection	<ul style="list-style-type: none"> <li>• Remind whole class of class charter. Positive reinforcement of other children around them. "X thank you for sitting beautifully."</li> <li>• A visual cue to the child that you want them to make a good choice.</li> </ul>
2.	Reminder	<p>A reminder of the expectations delivered privately wherever possible. The adult makes learner aware of their behaviour and gives chance to engage. The learner has a choice to do the right thing e.g. given a specified time to adapt their behaviour.</p> <p>Praise them when they positively change their behaviour, acknowledging the positive change.</p>
3.	Warning	<p>If the behaviour still persists:</p> <ul style="list-style-type: none"> <li>• The learner is asked to speak to the teacher away from the others.</li> <li>• Boundaries are reset – child is reminded of the consequences for their actions.</li> <li>• Class teachers will use nurturing language scripts appropriate for low level behaviour.</li> </ul>
4.	Time In / Regulate	<p>If a child is requiring time to regulate emotions they may require 'time in' with an adult in the school (co-regulation). A quiet space is used either within the classroom or other suitable area.</p>
5.	Restore	<p>A restorative conversation will take place when there has been a break down in a relationship, e.g. between teacher and pupil or pupil to</p>

		<p>pupil. At this time, the teacher may decide on a related appropriate consequence for the child's actions such as changing seat, letter of apology.</p> <p>Child reflects on behaviour using 5 key questions.</p> <p>Adult will log behaviour incident on school pastoral wellbeing record / tracker</p> <p>Class teacher will inform parent at end of day through seesaw or phone call as appropriate.</p> <p>We feel it is important for parents to be fully informed and aware of repeated and / or more serious incidents. We will communicate this through a phone call, or an informal or formal meeting.</p>
6.	Support (optional)	In more serious circumstances, like threatening behaviour, support may be needed from SLT, ASNA or CA. This support should be specified on a personalised Relationships Plan within Wellbeing Support Plan for children identified with behaviour as an additional need.

## Exceptionally Challenging Behaviour

Schools in Renfrewshire aim to ensure that all children and young people feel happy, safe and included in school. All schools are expected to promote policy and practice that reflects inclusion and prevents the need for exclusion.

Exclusion can be a legitimate and proportionate response to a situation. All Renfrewshire school follow Renfrewshire Council's policy 'Exclusion of Pupils from School', which sets out the formal requirements on schools in the event of a pupil being at risk of exclusion or being excluded.

## Parental Concerns

The class teacher is the first point of contact for all queries from parent. If you have a concern that relates to your child, please contact the school so that we can support and resolve any issues as quickly as possible.



The Positive Relationships Policy will be monitored and reviewed regularly as part of our quality assurance review process in conjunction with children, staff and parents.