



CROSSHILL PRIMARY SCHOOL & EYC

Relationship Policy

Crosshill Primary School & EYC is a Rights Respecting School. Together we learn about and respect and children's rights both locally and globally. Our Positive Relationships policy reflects the following United Nations Charter for the Rights of the Child. (UNCRC)



Article 1

Everyone under 18 has these rights

Article 1 says that all people under 18 have the rights the UNCRC talks about, no matter who they are.



Article 3

Adults must do what's best for me

Article 3 says that the best interests of children and young people should be thought about at all levels of society.



Article 4

The Government should make sure my rights are respected

Article 4 of the UNCRC says that the Scottish Government and UK Government should both work to make sure the Convention is known about and upheld.



Article 6

I should be supported to live and grow

Article 6 of the UNCRC recognises that all children and young people have the right to survive and the right to develop.



Article 12

I have the right to be listened to and taken seriously

Article 12 says children and young people have the human right to have opinions and for these opinions to be heard and taken seriously.



Article 19

I have the right to be protected from being hurt or badly treated

Article 19 of the UNCRC makes it clear that children and young people have the right to be protected from violence, just like everybody else.



Article 28

I have the right to an education

Article 28 of the UNCRC says that all children and young people have the right to education no matter who they are.



Article 42

Everyone should know about the UNCRC

Article 42 of the UNCRC says that all children, young people and adults should know about the Convention.

What is the UNCRC?

Children have rights that apply to everyone in the world and these are listed in a document called **the UN Convention on The Rights of the Child, or UNCRC.**

The UNCRC builds on the [Charter of the United Nations](#) (1945), which recognised that the inherent dignity and the equal and inalienable rights of all members of the human family are the foundation of freedom, justice, peace and social progress.

And it breathes life into the [Universal Declaration of Human Rights](#) (1948), which proclaimed that childhood is entitled to special care and assistance. You can find out more about human rights here. <https://www.cypcs.org.uk/>

Relationship Policy

At Crosshill Primary School & EYC, our whole school approach to positive behaviour focuses on consistency and fairness. This approach helps all pupils to develop vital skills for learning, work and life. The values of Friendship, Honesty, Individuality, Respect and Ambition. Everyone should strive to demonstrate these values at all times.

Aims

- Promote a positive ethos through positive behaviour strategies and celebration of success.
- Include every pupil and help them to fulfil their potential by providing opportunities for pupils to develop as successful learners, confident individuals, responsible citizens and effective contributors.
- Raise standards of attainment, behaviour and attendance for all pupils.
- Involve parents, pupils and staff in setting standards, and maintaining these standards of behaviour within the school.
- Enable pupils to manage their own behaviour effectively while respecting the rights of others.
- Inform parents and pupils of consequences that will be taken for inappropriate behaviour.

Crosshill Primary School & EYC is a Rights Respecting School which means that everyone puts the rights of the child at the heart of our school. All children have rights as detailed by the UNCRC (United Nations Convention on the Rights of the Child). Everyone in our school has the right:

- To feel safe, healthy and happy
- To be treated with respect, dignity and equality.
- To learn or to teach, or to do their job.

Your education should help you to use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people. Article 29 of the UNCRC.

A rights-respecting school not only teaches about children's rights, but also models rights and respect in all its relationships. All staff are encouraged to use praise and reinforcement of whole school and class charters to help pupils achieve their best work and respect the rights of everyone.

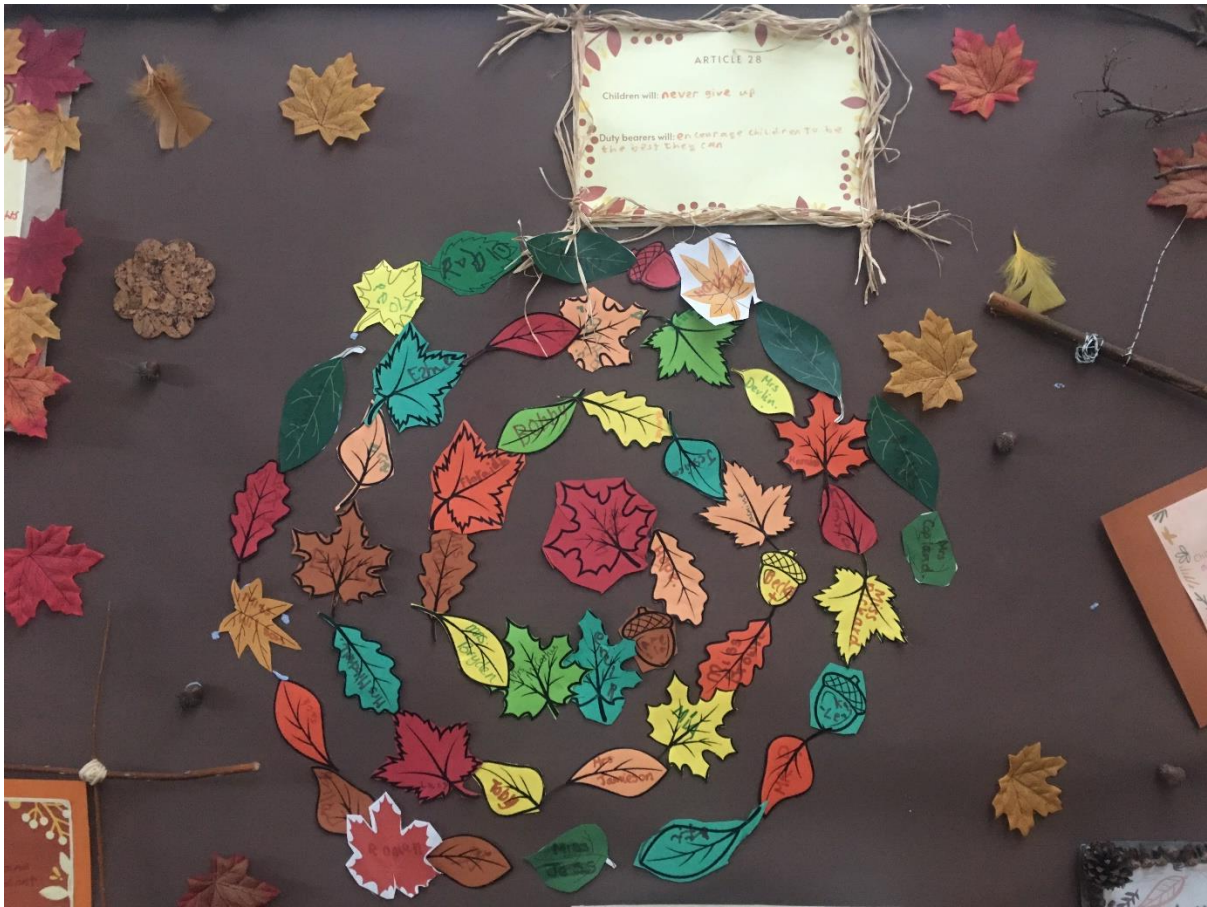
At Crosshill Primary School & EYC, we acknowledge and reward pupils' good work and behaviour that respects the rights of everyone. Praise and rewards are both important influences in motivating pupils and building self-esteem.

Whilst emphasising behaviour that respects the rights of everyone, we also lay out appropriate consequences. Children know and understand behaviour that respects the rights of everyone in our school and they are encouraged to choose behaviour that will help everyone around them.

Establishing Clear Standards of Behaviour in Crosshill Primary School & EYC

Each of our three classes, create their own class charter in August. This is to consult with the pupils in order that they share their ideas and to establish the standards of behaviour expected in their classroom. These charters link very closely to children's rights and our school values and should outline the desired behaviour for both the pupils and the school staff. Charters should be written as positive statements. These charters should be clearly displayed and should be referred to regularly to highlight (either positive or negative behaviours) within the class, groups of pupils or individuals. It is worth noting that staff should avoid reprimanding pupils publicly, whenever possible. All staff have responsibility to be familiar with this guidance and support its implementation.

Examples of Charter



Promoting Positive Behaviour

At Crosshill Primary School & EYC, we believe that using a consistent, emotionally intelligent approach is key to effective behaviour management. The following calming techniques reflect this approach. They should be used to meet the specific needs of a situation. Knowledge of the child and the existence of a positive relationship will enhance the effectiveness of these strategies.

Humour

Physical activity

Body Language

Distract/Divert techniques

Modelling appropriate behaviours

Thinking Time

Planned 'ignore' of the behaviour

Our emphasis in Crosshill Primary School & EYC is to focus on and promote positive behaviour amongst our children. Our staff use a variety of techniques to promote positive behaviour within their pupils. Staff are encouraged to be creative and tailor these to meet the needs and interest of their pupils. Below, is a list of positive behaviour strategies we currently used within the school:

- The 6 Principles of nurture (see poster)
- Non-verbal rewards such as a thumbs up sign or a smile
- Praise
- Showing work to another teacher and to the Head Teacher
- Stickers
- House Points system
- Certificates
- Postcards home/ phone call to parents
- Displaying work
- Pupil of the Week
- Hot Choc Chat
- Opportunities to earn individual points for their House
- Opportunities to celebrate their successes at assemblies
- Class Assembly for Parents
- Annual Awards Ceremony
- Developing a climate of respect, responsibility and positive relationships and a culture where bullying is unacceptable

Dealing Effectively with relationships

Pupils learn about keeping and forming relationships at school and at times, disputes can arise between pupils especially during more unstructured times i.e. playtimes. Pupils report what has occurred to adults within the school and it is important that we investigate these fully and utilise these experiences effectively to provide an opportunity to develop our pupils' interpersonal skills.

We are committed to developing a nurturing approach and promoting positive relationships. Like every community, our school is built on the relationships within it, across it and its connections with others. Every member of staff is responsible for establishing and maintaining positive relationships with each other, with parents and with partners and most importantly with the young people in our care.

Our expectations of behaviour for children is high. Some children may have additional support needs and may require additional support in relation to their behaviour. The school will work positively with the young person and their parents, and other partners, as appropriate, to ensure positive outcomes are achieved.

We are committed to the principles of restorative practices. This is a solution-focused approach to managing behaviour and resolving difficulties and which promotes healthy relationships that enable better behaviour and better learning and parents are asked to support the school fully in this matter.

Developing Positive Relationships through the Curriculum

It is also important to explicitly teach pupils about the building positive relations. This can be achieved informally through the use of positive behaviour strategies or more formally through whole-school assemblies and the Health and Wellbeing Curriculum.

Restorative Approaches

Restorative approaches link to legislation on Equity, Diversity and Additional Support Needs. It also links with the GIRFEC (Getting it Right for Every Child). UNCRC (United Nations Charter of the Rights of the Child) and the GTCS (General Teaching Council Scotland) Standards for staff. Extensive

research has proved the effectiveness of a restorative process that connects with our school ethos, vision and values at Crosshill Primary School & EYC

The steps below are an outline of approaches that may be used, we are aware that not all behaviours fit such a chart and staff may use their professional judgement. In Crosshill Primary School & EYC, we encourage staff and pupils to take time between each stepped action.

At Crosshill Primary School & EYC, we all understand that everyone learns best when they feel good about themselves. Punishments can make children feel bad about themselves. This can hinder their ability to engage in their learning, including their choices of behaviour. Therefore, we have a more positive approach to support behaviour that focusses on relationships, skills building, restoration and when appropriate, logical or natural consequences appropriate to the child, rather than the implementation of punishments.

We explore and establish “what’s happened” with children. To do this we listen to their responses and act appropriately. Once the reason and purpose for the child’s actions and choices is known, we can explore how we can develop appropriate support or adaptations to address the issue by promoting well-being, offering coping strategies and agreeing constructive solutions.

We also wish to engage directly with parents to foster and develop our positive ethos and to work together to maintain and support shared learning community values and excellent home/school communication. We want to work together to address, prevent and resolve any difficulties should they arise and to build on our strengths together. We have a small number of easily remembered rules which everyone in our learning community knows.

These can be summarised in our values – Respect, Teamwork, Friendship, Creativity and Confidence.

These form the basis of all our conversations in relation to behavioural expectations. It is helpful if parents can also discuss these rules with their children if there has been an incident in school. The purpose of these conversations is to find solutions and develop skills that will prevent problems in the future.

Please see below for an indication of responses -

- Redirection - Gentle encouragement to get back on-track.
 - Reminder of school values and reference to class/playground charter. Reminder delivered privately wherever possible, deescalate the situation. Thinking time opportunity.
1. 1st Warning - A clear verbal warning delivered privately wherever possible. Make the pupil aware of their current behaviour and the desired outcome to correct the situation. The pupil should be aware of the consequences should they continue to make this choice of behaviour.
 2. Time away from situation is offered to give pupil a chance to reflect away from others. It may also diffuse any anger or other big emotions. Examples may include – moving a pupil from one seat/ table to another one, moving pupil away from classmates to a quieter area of

classroom or the pupil is asked to speak to the member of staff or another member of staff, away from others.

3. 2nd and final warning – this will be noted on a teacher tracking sheet and noted in pastoral notes.

4. Restorative Approach Conversation. Give the pupil a chance to reflect away from others. Speak to the learner privately and give them an opportunity to engage in a Restorative Approach Conversation and to complete a Time for Reflection sheet, it is important to note that this is not a punishment and will not be treated this way – it is a positive choice to improve the situation and may be shared with parents to help us to work in partnership together. (Class teachers record on tracking sheet.)

Time for Reflection



**RIGHTS
RESPECTING
SCHOOLS**

Our school is a **Rights Respecting School**. We work in partnership to make sure all pupils have access to their rights:

Article 6 – I should be supported to live and grow up in conditions that don't impact negatively on my physical and mental wellbeing.

Article 12 – You have the right to have your say in all matters affecting you, and to have your views taken seriously.

Article 19 – You have the right to be protected from being hurt and mistreated in body or mind.

Article 28 – You have the right to an education.

What did I do and why is it inappropriate?

How did my behaviour make others feel?

How does this behaviour make me feel now?

What will I do next time?

Parent's comment _____

Pupil's signature _____ Parent's signature _____

Issued by _____ Date _____