



HOLMSTON PRIMARY SCHOOL BUILDING POSITIVE RELATIONS POLICY AUGUST 2023



At Holmston Primary School we aim to create a happy, safe, caring, stimulating and inclusive learning environment for all.

As a Rights Respecting School the school upholds the Articles of the United Nation Convention for the Rights of the Child as right holders and duty bearers alongside the school values of Responsibility, Honesty, Courage, Respect and Fairness. These underpin all rules and expectations and relate to Getting it Right for Every Child and relationships between all stakeholders within the school.

We have just one guiding principle:

Be kind, Be safe, Be respectful

For the children this is clarified as;

- Be kind, be safe, be respectful in the way we learn.
- Be kind, be safe, be respectful in the way we behave towards ourselves and others.
- Be kind, be safe, be respectful in the way we treat our property, the property of others and the environment.

Promoting positive relationships is a shared responsibility. **All stakeholders** will respect the culture and beliefs of others and their families. We expect parents to support the school in maintaining positive relationships and good behavioural choices, which in turn aids good learning for all.

We believe that implementing the principles of Restorative Practice help us to focus on building better relationships with each other, taking the time to ensure that every member of our school community feels listened to, valued and respected.

Being restorative focuses on building positive relationships based on responsibility, respect and fairness. In turn this creates a community that is supportive, accountable and respectful. We believe that every individual is responsible for their own behaviour choices. This approach helps pupils in developing the skills to maintain positive relationships with others.

The structure for a restorative conversation is based around the following question stems:

- What happened?
- What were you thinking at the time?
- How did you feel at that moment?
- How do you feel now?
- Who else has been affected?
- What do you need / need to do now?

All members of staff are trained in the key principles of Restorative Practice and understand the importance of modelling positive language, behaviour and take time to develop positive meaningful relationships with colleagues and pupils. After a restorative conversation is held between the parties involved a natural and appropriate consequence will be agreed to repair the damage caused. Children and adults are encouraged to repair relationships and “put things right” together.

We believe that children achieve best when there is partnership between home and school and this applies particularly to behaviour. Good discipline is a shared responsibility of all staff. We know that if we expect children to behave well the adults in school and at home must model good behaviour themselves. As part of promoting positive behaviour and providing positive role models, pupils are provided with the opportunities to take on responsibilities within their own class and across the school.

Incidences of negative behaviour that require a formal or informal restorative conversation are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour and rebuilding and restoring positive relationships.

The key principle when dealing with incidences of negative behaviour is to give all individuals a chance to have their say and become actively involved in the process. We aim to help children see that their agreed consequence is a way of putting things right.

We aim to teach the children the importance of forming good relationships and equip them with the skills to do this. We have high expectations of all pupils and believe that they should behave positively and respectfully because it is the right thing to do. The school has a number of ways of encouraging and rewarding positive behaviour, for both groups and individuals, as it believes that this will develop an ethos of kindness and co-operation.

We are mindful of the manner in which we address any incidences of negative behaviour as we recognise that all children are unique individuals. The stages of the Restorative Approach underpin our method in dealing with incidences of negative behaviour to ensure that it is suitable for the pupil’s age and level of understanding.

Pupils with low levels of emotional maturity or with additional support needs can require support in recognising how their actions have affected others or how they feel about an incident.