



Relationship Policy

Vision



Flourish



Achieve



Belong

Values

- Respect
- Inclusion
- Kindness
- Honesty
- Responsibility

Aims

- To create and promote a culture of positive relationships and behaviour
- To build a community which values positive attitudes and empathy for others
- To ensure that all young people are treated fairly and shown respect
- To teach appropriate behaviour through positive interventions
- To help young people take control over their behaviour and be responsible for the consequences
- To create a calm and consistent approach to relationships and behaviour management
- To provide simple, practical procedures for staff and pupils that ensure consistency
- To promote self-esteem and self-discipline

Introduction

At Struthers Primary and EYC we are committed to creating an ethos which promotes relationships built on mutual trust and respect and creates an engaging and empowering climate for learning. All members of the school community ensure our values are high profile through their day to day conduct.

Relationships are central to positive behaviour. Across the school community relationships are positive and supportive and there is a strong sense of community, shared values and high aspirations.

All members of staff model high standards of behaviour. Through our conduct we demonstrate how we establish and maintain positive relationships and deal with challenging situations when they arise. We ensure our school staff have undergone professional learning in building positive relationships through MAPA Training, Zones of Regulation training and regular updates on behaviour strategies which encourage and create fair, calm and consistent classroom environments. Staff are fully aware of attachment and trauma theory and how this impacts on our children's ability and readiness to learn.

We understand that relationships are key. Our nurturing and inclusive approach is our driver for how we support our children.



Encouraging and Celebrating Positive Behaviour

At the start of each academic year, pupils will have the opportunity to learn about and consolidate their understanding of the Zones of Regulation to help them recognise their emotions and give them the language and the tools they need to be able to regulate their own emotions and related behaviours independently.

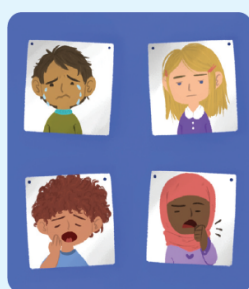
THE ZONES OF REGULATION®

Getting Started with The Zones at School

The Zones of Regulation is the original framework and curriculum (Kuypers, 2011) that develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness.

This curriculum provides us an easy way to think and talk about how we feel on the inside and sort these feelings into **four colored Zones, all of which are expected in life.**

Once we understand our feelings and zones, we can learn to use tools/strategies to manage our different Zones in order to meet goals like doing schoolwork or other tasks, managing big feelings, and healthy relationships with others. The simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them.



Blue Zone

Sad - Bored
Tired - Sick



Green Zone

Happy - Focused
Calm - Proud



Yellow Zone

Worried - Frustrated
Silly - Excited



Red Zone

Overjoyed/Elated
Panicked - Angry - Terrified

Copyright © 2021 Think Social Publishing, Inc. All rights reserved. Adapted from The Zones of Regulation 2-Storybook Set Available at socialthinking.com

"The framework is designed to move learners toward more independent regulation while also honoring and respecting the learner and their unique self." – Leah Kuypers, The Zones of Regulation creator

THE ZONES OF REGULATION FRAMEWORK & CURRICULUM

What it IS

- A proactive, skills based approach
- A simple, common language to understand, talk about and teach regulation
- A consistent, metacognitive pathway to follow for regulation
- A systematic framework with developmental sequence of lessons
- Meant to be adapted for your learners and setting

What it ISN'T

- A behavior approach
- A discipline model, punitive in nature
- A scripted curriculum with different lessons for each age/grade level
- Only about teaching the 4 Zones and feelings associated with them
- A "one size fits all" framework

Values Superstar, Gold House Tokens and Class of the Week

Children who demonstrate our school values can be acknowledged by achieving House Points. They can also be nominated to receive the Values Superstar award during our weekly assembly. Each month we focus on one specific value during our assemblies and Values Superstars are nominated based on how they have displayed this value throughout the school. Values Superstars can be nominated by their class teacher, pupil support assistants or in some cases, by their fellow peers. Values Superstars are celebrated at assembly and then invited along to Hot Chocolate with the Head Teacher. Other rewards and recognition of achievement include: 'Class of the Week' receiving extra break time or time at the park, or Gold House token for those who have gone above and beyond. Gold House Tokens are issued at assembly and those who achieve them will earn 100 House Points for their team.

We recognise and reward learners who consistently demonstrate our school values in a variety of ways based on our understanding of each individual pupil and what will work best for them. We recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward - it is the key to developing positive relationships, including with those learners who are hardest to reach.

Charters

Each class begins a new session by creating a Class Charter, which is based on the UNCRC and our school values. Pupils will use our Right Path Reminders, created by our RRS Committee, to form the basis of their discussions when creating their charter.



Struthers Primary Right Path Reminders



Right Path	Link to UNCRC Article	School Value
We look after our property in our school.	Article 28: Your right to learn and go to school.	<u>Responsibility</u>
We are honest, we don't cover up the truth.	Article 12: Your right to say what you think and be listened to.	<u>Honesty</u>
We work hard to be the best that we can be.	Article 29: Your right to be the best you can be. Article 28: Your right to learn and go to school.	<u>Responsibility</u> <u>Respect</u>
We listen to pupils and teachers opinions.	Article 12: Your right to say what you think and be listened to.	<u>Respect</u> <u>Kindness</u>
We are gentle, we don't hurt others.	Article 19: Your Right to be kept safe.	<u>Respect</u> <u>Responsibility</u> <u>Kindness</u>
We are kind and helpful, we don't hurt anyone's feelings.	Article 19: Your right to be kept safe. Article 15: Your right to meet with friends, join clubs and groups. Article 31: Your right to relax and play.	<u>Inclusion</u> <u>Kindness</u> <u>Respect</u>

The Class Charter is at the heart of creating responsible citizens and should be referred to frequently throughout the year, alongside the class Start and Stop Behaviours Chart. Each class should display their class charter which should be signed by everyone in the class. Our RRS Committee also work together to create School, Lunch and Playground Charters.

Getting It Right for Every Child

While the procedures mentioned below are standard procedures for supporting children, each child is an individual and so each situation will be dealt with in a manner appropriate to the needs of the child and their family. Class teachers are encouraged to adapt this guidance where necessary in order to meet the needs of the children in their class most effectively.

Meeting Learning Needs Through Staged Intervention

Our school ensures that all children and young people, including those who come from vulnerable families and require significant input from partner agencies, will become successful learners, confident individuals, responsible citizens and effective contributors.

We believe that early intervention and a co-ordinated approach by education, social services and health services are essential in enabling the most vulnerable children, young people and their families more choices and chances to achieve.

We ensure that children and young people receive support at levels required to meet their additional support needs by using South Ayrshire Council's Staged Intervention Model.

Nurture in 'The Den'

In 'The Den' our sessions encourage children to develop their confidence, friendships, emotional literacy and a range of other skills in a caring and supportive environment. The adults in the room model positive relationships, and there is a focus on developing the children's language and communication skills. The children are helped to settle, listen, concentrate, share and make friendships. We support them to speak about and deal with how they are feeling, and to practise relaxation and coping strategies that they can then take back to their classroom.

Weekly Rights Time

Every Friday, pupils are given the opportunity to celebrate having followed "The Right Path Reminders" and having displayed our school values. During this time the children have the choice of a range of activities across the curriculum that have been planned and organised by various members of staff. Some examples of the activities available to children are: Science, ICT, Art Workshops, Design and Technology Challenges, Reading Clubs, Crafts and Sewing Clubs and Multi Sports Activities.

Roles and Responsibilities

Senior Leadership Team (SLT)

Overall responsibility for maintaining both positive relationships and behaviour throughout the school lies with the Senior Leadership Team. Senior Leadership will work alongside class teachers and colleagues to support, guide, model and show a unified consistency to the learners. SLT will:

- Be a visible presence around the school to encourage appropriate conduct
- Establish a culture of positive rewards and monitoring the consistent application of this policy
- Support staff during restorative conversations and discussions with learners
- Support staff in managing learners with more complex needs: positive behaviour plans and risk assessments
- Ensure staff training needs are identified and targeted
- Use data to target and assess interventions
- Ensure that additional funding streams such as PEF have a Health and Wellbeing element to support and promote positive relationships
- Celebrate consistently positive behaviour amongst all children and instil a sense of pride in those children for demonstrating positive relationships
- Embed the 6 principles of nurture across all aspects of school life
- Manage the induction of new staff to ensure they understand this policy and receive the appropriate support to ensure that it is fully implemented.

The Role of the Class Teacher and EYP

Relationships and communication between all adults and children should show respect, cooperation, tolerance, encouragement and praise. They should reflect the underlying principles of nurture and restorative practice. Each adult has responsibility for the maintenance of discipline within their own class. They will:

- Create safe, secure, flexible and caring environments based on the 6 principles of nurture.
- Model positive communication and healthy relationships
- Have high expectations of all children
- Follow restorative approaches to ensure a consistent and fair approach
- Provide a rich, stimulating, varied and challenging curriculum which fosters high levels of pupil engagement, opportunities for speaking and listening and practical demonstrations of learning
- Ensure that there is a high level of collaboration and reflection in classroom practice which fosters the development of young people who are mutually supportive, empathetic, encouraging, challenging and inclusive
- Encourage, praise and listen to children
- Contribute to a chronology document if required
- Ensure that SLT is informed of any such incidents within the same day

The Role of Support and Office Staff

- Promote and uphold the Relationships Policy
- Have high expectations of all children
- Encourage, praise and listen to children
- Follow restorative procedures to ensure a consistent and fair approach
- Consider the 6 principles of nurture
- Evaluate the factors which can contribute to negative behaviours and seek to provide high levels of engagement, opportunities for speaking and listening and practical demonstration of learning
- Seek the advice of the Class Teacher should the situation not be resolved
- Contribute to a chronology document if required
- Ensure that the SLT is informed of any such incidents within that same day

The Role of Parent/Carer

- Promote and uphold the Relationships Policy
- To respect the professionalism of staff
- To ensure school staff are aware of any additional needs or personal circumstances which may result in their child displaying behaviours which are not typical of them
- To attend meetings with the Head Teacher or other staff to discuss their child's behaviour
- To address issues to the Class Teacher
- Parents/carers are encouraged to discuss all concerns regarding their child/children with a member of staff and trust that the matter will be investigated, addressed and appropriate action taken. Parents/carers should not approach other children or adults



Managing Behaviour Consistently and Positively

Engagement in learning is always our primary aim at Struthers Primary School. For most of our learners a gentle reminder is all that is needed, however there are some occasions when it is necessary for a child to leave the classroom for a short period of time, the steps detailed below should always be followed with care and consideration, taking individual needs into account where necessary.

The UNCRC states “Discipline in schools should respect children’s human dignity” (Article 28).

In order to protect the rights of our children, we believe it is important to establish clear boundaries and consequences for negative behaviours that are created by and understood by all involved. We believe that behavioural interventions should be fair, timely, undisruptive and allow for the classroom environment to remain calm and consistent in to avoid whole class learning being interrupted. Children should be provided with ample ‘take up time’ to allow them to modify their behaviours without further intervention.

We believe that children should be encouraged and rewarded for demonstrating our school values. In class we refer to these behaviours as Start Behaviours - things that we would encourage our children to do. Class teachers work alongside their class to set a list of Start and Stop Behaviours at the start of each school year to ensure that all involved are aware of the high expectations we hold at Struthers Primary.

	
<ul style="list-style-type: none">• Good listening and fingers on lips.• Putting your hand up.• Being polite – saying please, thank you and excuse me.• Being respectful to adults and your friends.• Tidying up your desk.• Healthy lunch.• Being kind to your friends – holding doors open for people.• Being honest at all times.• Walking feet at all times in the school.• Kind and gentle hands.• Working as a team.• Working quietly.• Tidying up the classroom.• Sharing your things with your friends.• Tucking chairs in.• Taking turns.	<ul style="list-style-type: none">• Shouting out.• Running in the school.• Speaking when someone else is speaking.• Walking around the class when you should be working.• Teasing people.• Using unkind words.• Unkind and hurtful hands.• Answering back.• Telling fibs.• Being physical in the playground.• Telling tales on one another all the time.• Talking in the line.• Pushing

We use the following positive rewards to help reinforce these behaviours across the school:

- Non-verbal rewards such as thumbs up or a smile
- Praise
- Showing work to another teacher or the Head Teacher
- Stickers
- Certificates
- Celebrating achievements on Twitter
- Displaying work
- House Points/Tokens
- Weekly Rights Time

Practical Steps – Managing and Modifying Behaviour

Learners are held responsible for their behaviour. Aspects of behaviour that do not coincide with our school values have a clear and consistent consequence. The steps outlined below reinforce to children that their behaviour is a choice and so too are the related rewards or consequences.

Each child begins their day on a clean slate, ensuring that children are quickly able to adopt the correct behaviour choices and make fresh starts at the beginning of lessons and days.

At times it is appropriate to implement reasonable adjustments to this system, for example when a child has significant emotional needs or special educational needs. This will be discussed with the SLT and the child's parents or guardian but will not distract from the ultimate purpose of this policy.

We expect everyone to be on track however we are aware that everyone might need a reminder from time to time. The reminders described below show the clear and consistent procedures to be followed when a child is displaying distressing behaviours.

Non-Verbal Reminder

When displaying a "Stop Behaviour" a pupil will be given a non-verbal warning - positive encouragement to follow our school rules. This can be a look or gesture, closer teacher presence nearby the learner, a finger on lips etc.

Verbal Reminder (Count as 1)

If the behaviour persists the first verbal warning is given. Adults will simply say the child's name in a calm and consistent manner to gain their attention and promote positive choices. This indicates to the learner that they are displaying a 'stop behaviour' and gives them time to alter this.

Final Verbal Reminder

After ample 'take up time' is given and if the behaviour persists the pupil will then be given a final reminder to modify their behaviour before further intervention.

Cool Off Time

If the positive encouragement does not have the desired impact and the behaviour continues, the pupil will then be counted to 3 which will result in 5 minutes Cool Off Time in a designated Cool Off Zone – typically within the classroom or just outside. This allows time for the young person to regulate their emotions and adapt their behaviour before returning to join their peers. During cool off time, pupils will be expected to continue their work where possible. At break or lunch, cool off time will be supervised by a school assistant or a member of SLT on duty. Where necessary, school assistants will be able to contact members of the SLT through use of school radios. Pupils who need an extensive cool off time will be able to join the Chill Club in the ICT Suite, led by a member of the SLT.

Restorative Conversations After Cool Off Time

This will take place at the end of a lesson, allowing the child to return to class and avoid any disruptions to learning. The following questions are used in restorative conversation and should be adapted to suit the needs of each individual child. *Suggested key questions for young people in Primary 1-4.

- What happened?*
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?*
- Who has been affected?
- How have they been affected?
- What should we do to put things right?*
- How can we do things differently in the future?

In the circumstance that a young person is still displaying distressing behaviour within a given lesson or break period, the young person will be directed to a calm space where they will be supported to regulate. A member of the Senior Leadership Team will then assist the young person through restorative conversation.

Positive Behaviour Plans and Risk Assessments

These are designed for those children who find self-regulation tricky and need more guidance each day. Clear targets will be set in conjunction with Senior Leadership and regular communication between home and school will take place.

Article 12 – Every child has the right to give their opinions freely on issues that affect them.

Article 28 – Every child has the right to learn and go to school.

Article 29 – Children's education should help them fully develop their personalities, talents and abilities.

Article 36 – Every child has the right to be kept safe from things that could harm their development.