

**Kirkton Primary School**

Promoting Positive

Relationships and Behaviour

Strategy

*Statement of Practice, November 2021*

This policy has been developed within the context of current legislation, policy and guidelines:

* Getting it Right for Every Child
* Curriculum for Excellence
* Behaviour in Scottish Schools Research (2012)
* “Better relationships, better learning, better behaviour” (2013)
* Respect for All: The National Approach to Anti-Bullying for Scotland’s Children and Young People (2017)
* National Improvement Framework (2018)
* United Nations Convention on the Rights of the Child (1991)
* Equality Act (2010)
* SLC Promoting Positive Relationships and Understanding Distresses Behaviour (2019)
* Inclusion and Included
* Education Scotland Act 2016
* Children and Young People Scotland Act (2014)
* Educational Additional Support for Learning Scotland Act (2004)
* Nurture Framework (2018)

**Our school Values**

1. **Care**
2. **Creativity & Innovation**
3. **Honesty**
4. **Kindness**
5. **Resilience**
6. **Respect**
7. **Trust**

**Our aim**

We thrive to establish open, positive and supportive relationships between adults and children and aim to create a safe, secure, nurturing and inspiring place to teach and learn. Our school ethos is central to everything we do and we work very hard to ensure the children in our care are happy and successful in their years at Kirkton Primary School.

Children’s wellbeing is at the heart of our school. This means focusing on children’s wellbeing to ensure they are safe, healthy, achieving, nurtured, active, respected, responsible and included. We believe in embedding positive approaches to ensure the promotion of wellbeing such as restorative and solution orientated strategies.

“Positive relationships enhance the shared understanding of behaviours and can help to promote better behaviour choices.”

**(South Lanarkshire Council - Promoting Positive Relationships and Understanding Distressing Behaviour, 2019)**

We have high expectations of effort and behaviour. At Kirkton, we promote a climate where children are encouraged to become confident individuals, successful learners, effective contributors and responsible citizens. We are guided by the six nurturing principles;

1. Children’s learning is understood developmentally.
2. The Classroom offers a safe base.
3. The importance of nurture for the development of wellbeing.
4. Language is a vital means of communication.
5. All behaviour is communication.
6. The importance of transition in children’s lives.

**Rights Respecting Schools**

Here at Kirkton Primary, we recognise [**UN Convention on the Rights of the Child (UNCRC)**](https://www.unicef.org.uk/rights-respecting-schools/the-rrsa/introducing-the-crc/)and use this to help us achieve positive relationships and behaviour.

**RRSA Charters**

Class charters have been created within each stage and a whole school charter has been introduced in consultation with children, staff and parents. These highlight the core rights of the child which we agree to respect and follow. On the following page, a copy of our whole school charter is included to outline this.

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| --- | --- | --- | --- |
| Children’s Actions: | Right: | School Staff Actions: | Parent/Carer Actions: |
| * Offer their views and opinions confidently and with respect. * Listen carefully when others speak. * Agree and disagree respectfully. | All children have the Right to give their opinion and for adults to listen and take it seriously.  **Article 12** | * Prepared to listen. * Create opportunities for children to share their ideas and opinions. * Respond positively to children’s ideas and opinions taking action when needed. * Recognise behaviour and actions as form of communication. | * Take time to listen, talk and discuss children’s ideas and opinions at home. * Encourage children to talk about their day. * Ask questions and show an interest. * Recognise behaviour and actions as form of communication. |
| * Act responsibly. * Make safe choices. * Seek help from an adult if feeling upset or unsafe. | All children have the Right to be protected and kept safe.  **Article 19** | * Provide a safe learning environment. * Look after children in their care. * Encourage children on how to be safe and make safe choices. * Praise safe and responsible actions. | * Encourage children to talk about ways to stay safe. * Reinforce ways in which children can be safe. * Ensure a safe environment at home. |
| * Make healthy choices. * Look after their own belongings and school property. * Care for our school and learning environments. | Our children have the right  to the best health care,  fresh water, nutritious food and a clean and safe environment.  **Article 24** | * **T**each children about making healthy choices. * Provide free access to clean water. * Ensure children are offered healthy food. * Provide a safe, tidy and organised environment. | * Provide a safe and caring home environment. * Model healthy eating at home. * Encourage healthy snack and lunches. * Approachable attitude and talk about mental health. |
| * Be prepared and willing to learn. * Use active listening. * Show growth mind-set. * Always try our best. * Seek help if required. | All children have the right to a good quality education.  **Article 28** | * Provide a rich curriculum. * Ensure learners understand their learning. * Provide relevant learning experiences. | * Help children with homework. * Provide opportunities at home for children to develop what they have been learning in school. * Support children through play. |
| * Share talents and abilities and contribute in school. * Recognise other children’s talents and abilities. * Show resilience when learning new things. | All children have the right to develop their skills, abilities and talents.  **Article 29** | * Celebrate successes and skills of learners. * Use praise often. * Positive recognition of learners. * Promote creativity. | * Provide opportunities to extend skills, talents and abilities through clubs. * Celebrate children’s success. |
| * Include others and solve problems calmly. * Play safely, by keeping our hands, feet and objects to ourselves. * Be kind and respectful. | All children have the right to relax and play.  **Article 31** | * Provide opportunities for children to relax and play safely. * Help to resolve problems. | * Allow children to relax and play after school and at weekends. * Flexibility with time/schedule. |

**Routines**

There is an expectation that children with value their own and other’s rights by following set routines that are established and maintained throughout the school.

Playground:

* Be a friend
* Keep the playground tidy
* Have fun in your area of the playground
* Be safe
* Keep off grass when asked

Corridor:

* Walk sensibly in the corridor
* Walk on the left on the stairs
* Keep quiet
* Keep corridors tidy
* No eating or drinking

Dinner Hall:

* Keep dinner hall tidy
* Use inside voices
* Put rubbish in the recycle bins
* Put cutlery in basins
* Stay seated at table whilst eating and then ask adult to leave
* No food or drink outside without permission

**Rainbow Recognition**

In Kirkton we will recognise and celebrate positive behaviour through our ‘Rainbow Recognition’ system. Children will be recognised as the following:

|  |
| --- |
| **Clever Communicator** |
| **Responsible Role Taker** |
| **Considerate Classmate** |
| **Excellent Effort** |
| **Creative Citizen** |
| **Fantastic Friend** |
| **Marvellous Mindset** |
| **Magnificent Manners** |

Each week at assembly, 2-4 children will receive a Rainbow Recognition Reward certificate for displaying this positive behaviour. There will also be a Rights Respecting class of the month who will receive our RRSA mascot, Roy! This is linked with our Right of the Month challenges.

**Reward Systems**

* In class systems
* Stickers/certificates
* House Points:

Termly House award; Term 2 and 3 Additional play time

Term 4; House treat decided by management and pupil voice.

Choose from; movie and popcorn, ice cream van, Silent Disco, additional potted sports day.

At Assembly children will be reminded of expectations, house point total and House/Vice Captains will lead by example and evaluate progress of expectations alongside Headteacher.

**Rainbow Record**

Staff will promote effective strategies and de-escalation techniques to support children who display low level to unacceptable behaviour.

Our whole school strategy is our ‘Rainbow Record’ which includes five steps (routes). If children fail to follow our whole school charter the procedure is as follows:

1. **Remind** – verbal warning
2. **Reflect** – restorative discussion
3. **Recharge** – parental involvement
4. **Reinforce** – Principal Teacher involvement
5. **Refer** – Head Teacher involvement

**No child’s name should be on the poster within the class. ‘No name and shame’ is our approach.**

Class teachers will note any children who have received any of the steps listed in their ‘Rainbow Record’ document and these will be shared with Ms Reid on a weekly basis.

There is an ‘Individual Promoting Positive Relationships - Monitoring Sheet’ included in this section of the care and welfare file. This document should be completed when a regular behaviour occurs or if a certain pattern becomes apparent .e.g. *every Thursday, child is distressed after PE.*

Contact should be made with the class teacher directly in the first instance with any queries about where or if your child is on the behaviour system.

**Anti-Bullying**

“It is important to ensure that the ethos of anti-bullying is embedded in day-to-day practices that are in step with Respect for All. The message that bullying is never acceptable is always prevalent and continuously and consistently reinforced.”

**(Scottish Government – Respect for All: The National Approach to Anti-Bullying for Scotland’s Children and Young People, 2017)**

Kirkton Primary School promotes an ethos of positive relationships and behaviour. We recognise it is imperative to support all of the young people within our care and should instances of bullying occur, the school will work with parents to ensure pupils are effectively supported.

**What is Bullying?**

Bullying takes place in the context of relationships and encompasses both behaviour and impact; how someone is treated and the effect this has on them. Bullying behaviour is behaviour that can make people feel hurt, threatened, frightened and left out. The impacts of bullying can be felt after a single incident.

Harm can be physical or emotional and, although the actual behaviour might not be repeated, the threat that it might can be sustained over time. In some cases, children or young people may not be aware that their behaviour is actually bullying. In these circumstances, the intent to bully may not be present, but the impact and effect on the person being bullied will be no less severe because of this.

(Respect Me, https://respectme.org.uk/bullying/what-is-bullying/)

**Supporting Pupils**

We continue to address bullying behaviour using the following strategies:

• Raising awareness of rights and actions.

• Promoting a positive ethos and creating a climate of respect, responsibility and positive behaviour.

• An adult presence in the playground.

• Mental, emotional and social health and wellbeing programmes, e.g. Emotion Works.

• Positive behaviour strategies within the classroom and wider school.

• Building relationships through restorative approaches.

• Increased playground supervision and peer support.

Policy and procedures within Kirkton Primary School are underpinned by the South Lanarkshire Council ‘Promoting Positive Relationships and Understanding Distressed Behaviour’ policy framework

**Online Bullying;**

Our reaction to online bullying shouldn’t differ from our reaction to a disclosure of other types of bullying. We will focus on the behaviour and the impact it has had.

We will follow the following guidelines to ensure we deal with it in appropriate manner;

1. Identify the bullying material; Familiarise ourselves with the online platform and any messages, posts, or pictures. Identify dates, times. Contact parents and identify if police need to be involved.
2. Ask the child to share any further messages with parent/carer/member of staff.
3. Discuss with the children and begin the process of a restorative conversation at school to rebuild a relationship.
4. Increase supervision and peer support.

With all children, parent/carers we will discuss and raise an awareness to;

1. Online relationships deserving the same respect as offline relationships.

2. If you wouldn’t say it, don’t send it.

3. Discuss this form of communication having the inability to share gestures, facial expressions, and tone of voice.

4. Online communication can be traced.

5. Online privacy

6. Code of conduct online

**Resilience**

Resilience can be described as: ‘The process of, capacity for, or outcome of successful adaptation despite challenging or threatening circumstances.’

Children and young people will react to bullying in different ways. For some, bullying behaviour won’t have any impact, but for others the impact might be quite severe. Children and young people can be more resilient than we give them credit for. But bullying and trauma can strip away at resilience, making it hard for them to talk about it, look for help and cope with the impacts.

Children and young people need secure relationships around them, as well as adults who set boundaries, provide guidance and role model positive behaviour. They need love, praise and recognition to build their self-belief, optimism, active engagement and sense of purpose. Through this they will learn how to socialise, be emotionally aware and develop friendships in and out of school. These qualities give them the ability and support they need to cope with difficulties and make decisions – things that promote mental wellbeing and provide them with skills they will use and value all of their lives. Traumatic events undermine resilience, secure attachments facilitate resilience.

At Kirkton Primary we can help children and young people find sources of resilience by promoting:

A positive and safe climate within the setting

A sense of belonging and connectedness

Involvement in decision making generally, including anti-bullying policy and practice

Opportunities for challenge and success

Recognition of achievement