

# Strathyre Primary School

## Promoting Positive Relationships Policy

### National and Local Context



The legislation and guidance in promoting positive relationships are underpinned by the principles as outlined in:

- United Nations Convention on the Rights of the Child
- Curriculum for Excellence
- GIRFEC Equality Act, Education (ASN) Scotland Act
- HGIOS4 Developing a Positive Whole School Ethos and Culture: Relationships, Learning and Behaviour.

## Introduction



### What do our children and young people think?

#### P3-7 children

I feel safe at school.



4.67 Average Rating

Staff help me if I am worried or have a problem.



4.07 Average Rating

'Everyone is so nice. It is lovely it feels like home, all of teachers are so kind and lovely' (P6 pupil)

#### P1-2 children

- The adults help me if I am not sure what to do – 100%
- The adults help me if I am worried or have a problem – 100%

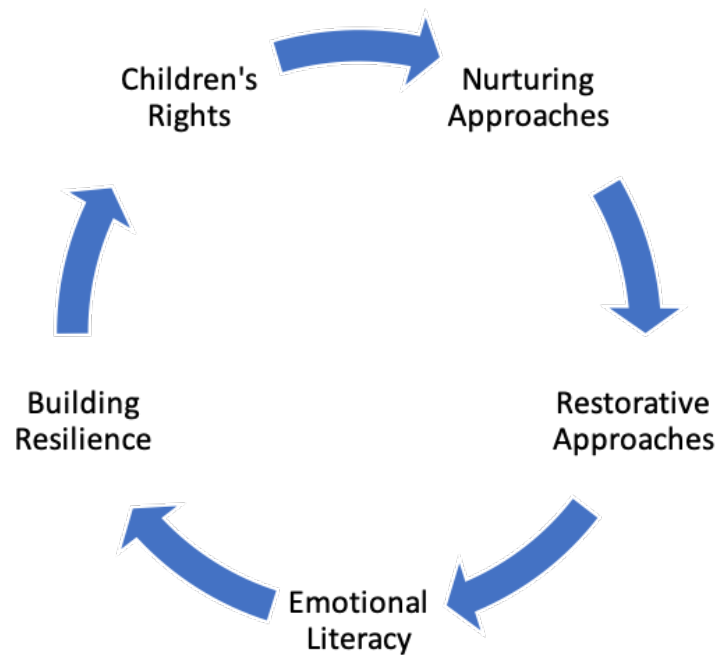
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*"A whole school approach to positive relationships and behaviour is the most effective way of supporting wellbeing for children and young people. This is supported by a wealth of evidence that links culture and ethos with wellbeing as well as attainment."*

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Relationships are central to everything that we do in Strathyre Primary to ensure that our children and young people can learn, develop and thrive in a learning environment that is safe, inclusive and nurturing. Our commitment to promoting positive relationships extends to all children and young people, their parents and carers and staff.

## Our Approach to Promoting Positive Relationships and Positive Behaviour



### Nurturing Approaches



The foundation to our universal approach is nurture. This emphasises the balance between care and challenge which incorporates attunement, warmth and connection alongside structure, high expectations and attainment. All teaching staff will now be trained in nurturing approaches using the 6 Nurture Principles as part of our self-evaluation process.

## Restorative Approaches



This approach is underpinned by the value of mutual respect and supports young people to reflect upon their thoughts, emotions and actions in order to understand the impact that these may have on others. All staff, including support staff have been trained in using the refreshed Restorative Approaches guidance during session 2019-20. All staff, including support staff have undertaken initial training in trauma informed practice in session 2021-22.

## Emotional Literacy

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*Emotional Literacy is widely seen as a set of skills and abilities to ‘...recognise, understand, handle and appropriately express emotions.’ (Park and Tew, 2009)*

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All teaching staff have a responsibility to provide high quality health and wellbeing experiences and outcomes. Through these learning opportunities, children are supported to regulate their emotions and behaviour in a planned way appropriate to their individual needs.

## Building Resilience



Our relationship-based approach within a whole school nurturing environment supports our children to build resilience, deal positively with challenges they may encounter and ultimately achieve their potential in life.

## Children's Rights

Children's Rights includes the right to be safe, have a good quality education and to develop friendships. Upholding these rights as well as broader human rights underpins our approach. As a staff team we:

- consider each child as an individual with their own needs, risks and rights
- engage and involve the children as far as practical in discussions and decisions which affect their future
- seek out and consider the voice of the children
- plan and review all activity to improve outcomes, based on well-being

Through learning opportunities both within classes and through whole school assemblies, children are made aware of their rights and responsibilities. All classes develop a Class Charter together during community building activities.



## Targeted and Individual Approaches to promoting positive relationships

We recognise that while most young people in Strathyre Primary will be well supported by the universal approaches, for some, it will be necessary to use more targeted and enhanced approaches.

At Strathyre Primary, we have a robust Staged Intervention process in line with GIRFEC which supports a child centred, team approach to assessment and decision making.

Individual children have access to our Hub and individual safe spaces have been created alongside their class teacher to ensure that have a space where they can have calm time.

We are committed to upholding the rights of children and young people and as such physical restraint and/or seclusion is a last resort, physical emergency response to an individual in crisis displaying risk taking behaviour posing an imminent or immediate risk of harm to self or others. If for any reason, physical restraint or seclusion has been required:

- Parents/carers will be notified immediately following the incident.
- Effective debriefing will take place between all parties involved.
- A corporate incident report will be completed. (See below)

### Exclusion

Schools with a positive ethos nurture development, promote learner participation, encourage achievement and celebrate success. When considering the use of exclusion, staff must consider whether this is likely to have a positive outcome for the child or young person, or if an alternative would be more appropriate. Further information and advice can be found in Stirling Council's Positive Approach to Preventing and Managing School Exclusions: Guidelines and Procedures.

### Managing Incidents Involving Weapons

Incidents involving weapons are very rare, but we have a responsibility to provide a safe, supportive learning environment for all children and young people. Relationships and a positive ethos are central to prevention of all forms of violent or weapon crime. Further information and guidance can be found on Managing Incidents Involving Weapons.

### Bullying

At Strathyre Primary School we continuously work to create a positive and supportive ethos. Staff promote and role model positive relationships and positive behaviour. We strive to nurture pupils and build resilience through our daily interactions with pupils and a range of targeted approaches. Examples of targeted approaches include:

- Class charters
- Peer mediators
- Access to a range of lunchtime clubs
- Regular collaborative group work approaches during class time
- Nurture groups and targeted support
- Regular and proactive communication between Senior Leadership Team, Class Teachers and Support Staff to identify and support vulnerable children
- Check in systems at class and whole school level, e.g., Stirling Wellbeing Scale survey to identify and support vulnerable children
- Use of restorative conversations
- Creative and motivational ways to engage pupils and raise awareness of bullying through drama, our health and wellbeing curriculum and film footage
- Values and anti-bullying/positive relationships focuses in class and as part of wider school time, including assemblies and house meetings
- Encouraging pupils to report bullying incidents and concerns to staff members in the classroom, playground or directly to the Senior Leadership Team

### Handling Incidents of Bullying Behaviour

The member of staff to whom the incident is first reported, or who has witnessed the incident, should take the incident seriously. They must use their professional judgement in deciding upon appropriate action based on the impact of the bullying behaviour on the child or young person.

The child or young person who has **experienced** bullying behaviour will receive appropriate support and protection.

When a child or young person has **displayed** bullying behaviour, a member of the management team should, based on their professional judgement, endeavour to manage the resolution of the bullying incident within the school. Parents should be involved when their active support is needed to implement a resolution of the bullying incident.

We will encourage restorative approaches which will involve:

- creating an ethos of respect, inclusion, accountability and taking responsibility
- demonstrating impartiality and being non-judgemental
- actively listening while encouraging collaboration and emotional self-expression
- facilitating dialogue and problem-solving
- listening to and expressing emotion
- empowering others to take ownership of problems.

## Recording and Reporting

All incidents of seclusion and/or physical restraint must be recorded and reported. Debriefing and recording incidents help identify patterns and trends to behaviours and to evaluate the effectiveness of staff interventions. This will inform future supports, adaptation to Child's Plans or training requirements.

At Strathyre Primary, we follow the authority requirements as noted below:

- Incident of bullying – Bullying and Equalities module SEEMiS
- Incident of exclusion, seclusion and/or physical restraint – online form submitted to Stirling Council plus child's SEEMiS record.
- Physical assault/injury or near miss – corporate health and safety form.
- Prejudice based incident - corporate health and safety form.

## Staff Training



High quality learning opportunities and professional development are key to continuous improvement. At Strathyre Primary we have:

- Regular collegiate sessions where all staff share good practice.
- Nurture and introduction to trauma informed approaches.
- Termly Senior Leadership meetings to share current policies.
- Restorative Approaches training for all staff.

## Self-Evaluation



As a staff, we are committed to engaging in continuous self-evaluation in order to continue to promote positive relationships as our needs change. We do this through ensuring staff engage in self-evaluation materials from HGIOS 4, HGIOURS and Applying Nurture as a Whole School Approach.

**Created - June 2020**

**Reviewed - November 2021**

**Next Planned Review - November 2022**