

Libberton Primary School



RELATIONSHIPS POLICY

Libberton & Wiston Relationship Policy

At the heart of every school community is one very important word: **relationships**.

Relationships are what guide students to fulfil goals, they are what raise children to build empathy, and they are what ties communities together.

Rationale

The purpose of this policy is to guide all pupils, parents and staff on our restorative and nurturing approach to building positive relationships and behaviour management. This policy is supported by attachment informed and trauma sensitive strategies which consider each individual and their wellbeing needs.

Positive relationships are based upon all individuals feeling safe, happy and valued. At Libberton, we firmly believe in the vision of the UNCRC, and work together as a school to implement a range of strategies and initiatives to ensure that we protect the rights of all children in our care.

Article 19: Every child has the right to be looked after and kept safe.

Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

Article 31: Every child has the right to have rest and leisure, to engage in play and recreational activities.

Article 16: Every child has the right to privacy. We will protect children from attacks from others.

Article 39: If a child has been hurt or badly treated they have a right to special support to help them recover. First aiders will help them and we will ask for outside help from other agencies or professionals if needed.

*UN Convention on the Rights of the Child
ratified by the Scottish Government in 1991*

We understand that positive the relationships are key to effective learning and teaching leading to a community of successful learners, who can confidently and effectively contribute to the life of the school and demonstrate the values of responsible citizens.

‘Developing good relationships and positive behaviour in the classroom, playground and the wider community is essential for creating the right environment for effective learning and teaching. When children feel included, respected, safe and secure and when their achievements and contributions are valued and celebrated, they are more likely to develop self-confidence, resilience and positive views about themselves’.

Scottish Government report 2013

The six nurture principles guide our policy, putting relationships and communication at the heart of promoting positive behaviour and understanding distressed behaviour.

- Children’s learning is understood developmentally – We all learn in different ways.
- The classroom offers a safe base – This is a safe and happy place.

- The importance of nurture for the development of wellbeing – Nurture makes us feel good in our mind and body.
- Language is a vital means of communication – The way we speak and the words we use are important.
- All behaviour is communication – What we do tells others a bit about how we feel.
- The importance of transition in children's lives – Nurture can help us to grow in times of big change as well as everyday changes.

Nurture UK

This is epitomised in our school ethos and values.

‘At Libberton Primary we aim to provide a safe, caring environment in which everyone feels welcomed and valued and we always do the best we can.’

Positive Strategies and Structures

In Libberton Primary, the emphasis is on promoting positive relationships and behaviour using attachment informed, nurturing and restorative approaches. There is recognition that prevention is better than cure. We cannot assume that children know how to behave appropriately and therefore must teach and support their learning in this area as in all others. Positive behaviour begins in the classroom and spreads throughout the entire school environment and all stakeholders have a role to play in nurturing these relationships.

Expectations of SLT:

- Ensure all stakeholders are aware of the policy and approaches to relationships used within the school.
- Welcome pupils and families at the start of each day.
- Recognise and praise learners and staff who go ‘over and above’.
- Be a visible presence around the school.
- Facilitate timely restorative conversations (either themselves or releasing by other members of staff).
- Coordinate support for pupils, families and staff where necessary.

Expectations of Staff:

- Build positive relationships with all stakeholders
- Maintain a supportive classroom climate, which is purposeful and warm with predictable routines.
- Model positive relationships and communication.
- Make use of intrinsic and extrinsic sources of motivation.
- Meet and greet children in the morning.
- Organise regular class ‘together times’ to help build relationships.
- Recognise and praise behaviour that is ‘over and above’.
- Facilitate and review emotional check-ins.
- Use consistent language of child-friendly nurture principles, restorative conversation and school rule ‘respect everyone and everything’.

- Consider pre-emptive strategies for promoting positive behaviour including scanning, careful grouping, targeted support, non-verbal communication and redirection.
- Plan and implement strategies for children who need additional support.

We would like families to:

- Recognise the vital partnership between home and school in ensuring your child reaches their full potential both in terms of learning and wellbeing.
- Communicate openly with school regarding the needs, achievements and wellbeing of your child.
- Promote the importance of positive relationships and behaviour, online safety and anti-bullying at home.
- Celebrate your child's successes.
- Make use of the language of nurture principles and restorative conversations shared by school in newsletters and on the app.
- Send your child to school on time and ready to learn.
- Trust that all school staff are following the relationships policy and will always strive to make decisions that are consistent and fair.
- Participate in the life of the school, for example, attending parent meetings and class assemblies and engage with consultations or surveys.

We would like pupils to:

- 'Show respect to everyone and everything' (school rule).
- Be kind to yourself and others.
- Listen and follow adults' instructions to stay safe and help everyone learn.
- Follow class routines, including daily emotional check-in
- Report any concerns to a member of staff.
- Strive to build positive relationships with other pupils and staff.
- Participate in genuine restorative conversations if required.
- Try to make use of strategies put in place to support you.

Positive Strategies

At Libberton we will use the following positive strategies consistently across the school to foster positive relationships among all stakeholder and maintain high expectations of behaviour.

- Explicitly teach skills for children to be responsible citizens, confident individuals, effective contributors and successful learners.
- Share the six nurture principles and their meaning with all stakeholders.
- Establish co-created class charter based upon the UNCRC at the start of each session and make reference to it throughout the year.
- Deliver a health and wellbeing curriculum which encompasses the wellbeing indicators; safe, healthy, achieving, nurtured, respected, responsible and included. This includes the development of emotional literacy through 'emotion works'.
- Outline and maintain clear routines that foster a calm and predictable environment. This includes making use of visual timetables and orderly movement around the school.
- Timetable opportunities to support children's wellbeing, including class together times and monthly 'big play'.

- Support daily emotional check-ins and provide informal follow up chats where required.
- Recognise achievements in and out of school. These should be displayed on our achievement board.
- Award star of the week to recognise skill development and positive behaviour. This will be awarded as a part of weekly 'get togethers'.
- Award clan points to children who are demonstrating positive relationships and behaviour and maintaining routines. Winning clans are recognised weekly with 10mins extra play, and termly with a clan treat.
- Follow consistent strategy for promoting positive relationships and understanding distressed behaviour (see below).
- Make use of restorative conversations if incident occurs.
- Involve parents in supporting individuals to develop positive relationships and behaviour.
- Invite all stakeholders into school regularly for Stay and Play, parent council events, workshops, assemblies, informal meetings and reporting meetings.

Promoting Positive Relationships and Understanding Distressed Behaviour

At Libberton we understand that all behaviour is communication and consider the impact of the six attachment pledges when supporting children to develop positive relationships and behaviour.

- See the 'whole person'
- Hear the voice
- Recognise behaviour as communication
- Respond with compassion
- Act to make a difference
- Believe in change

Our positive behaviour pathway is outlined below. This is designed to encourage a consistent and restorative approach to behaviour management.

In our schools, we recognise the need to be equitable when managing behaviour and therefore understand the need for this pathway to be adapted when responding to individual needs. Children may require different strategies and supports to be put in place to help them build relationships and demonstrate positive behaviour. Any child may require an adaptation to the behaviour pathway at any time depending on their individual needs or circumstances. For example, an additional support need, suffering a bereavement or managing a time of transition. (Please note this list is not exhaustive). Adaptations should be responsive to the needs of the individuals and communicated sensitively to those concerned.

Promoting Positive Behaviour Pathway

'Respect everyone and everything'

Adult Consistencies

- ☆ Meet and greet everyday
- ☆ Model values
- ☆ Listen and be calm
- ☆ Use pre-emptive strategies
- ☆ Recognise pupils going 'over and above'

Pupil Consistencies

- ☆ Follow school rule – respect
- ☆ Make safe choices
- ☆ Follow class routines

Pupils demonstrating positive attitude and good effort

Praise, clan points, star of the week, class reward system, Certificates recognising 'over and above'.

All behaviour is communication. Childrens' individual needs and circumstances should be considered when applying this pathway.

Pupil not following school rule

Quiet Reminder

Private 'verbal warning'

Yellow Card

- Restorative conversation recognising what needs to happen next to repair the damage.
- Recorded on Emotion Works sheet and stored in behaviour folder.

Pupil displaying unsafe behaviour

Red Card

- Restorative conversation recognising what needs to happen next to repair the damage.
- Recorded on Emotion Works template.
- SLT Phone call/meeting with family to discuss.

Behaviour persists